



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

August 30, 2012

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

Dear Superintendent Vargas:

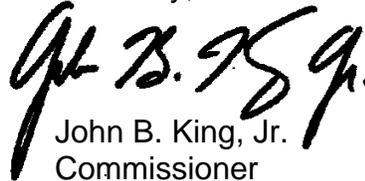
Section 3.14 of your plan states "As required by 8 NYCRR 30-6.2 of the Rules of the Board of Regents, as interpreted by the New York State Education Department, in no case shall any control, adjustments, or any combination thereof, set forth above result in an increase in the Local Measures subcomponent score of more than two points." Section 30-6.2 of the Rules of the Board of Regents does not exist. This is clearly a typographical error intended to refer to section 30-2.6 of the Rules of the Board of Regents. With this understanding, I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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,

A handwritten signature in black ink, appearing to read "John B. King, Jr.", written in a cursive style.

John B. King, Jr.
Commissioner

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

Annual Professional Performance Reviews: 2012-13

Created Friday, June 29, 2012

Updated Thursday, July 26, 2012

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

This plan is for the entire SIG district

1.4) Award Classification

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

-
- Governor's Management Efficiency Grant
-

- Strengthening Teacher and Leader Effectiveness RFP (NYSESED)
- School Innovation Fund Round 2 (NYSESED)
- Systemic Supports for District and School Turnaround (NYSESED)
- Teacher Incentive Fund (US Dept of Education)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, June 29, 2012

Updated Wednesday, August 01, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

2.1) Assurances Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	All student learning objectives for K-2 ELA will be based upon NWEA pretest information given at the beginning of the school
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	year and post-test information given at the end of the year. HEDI criteria will be based upon the Appendix A1 uploaded as part of this plan.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For Grade 3 ELA, the State assessment scaled score will be converted to a 100 point scale based upon the cut scores. HEDI criteria will be based upon the average student growth as measured by the difference between students' performance on a BOCES/Regionally developed pre-test and the State assessment as set forth in Appendix A as uploaded. For Grades K-2 ELA, teachers who have a Net Index Score of 9 or higher will be rated as Highly Effective. This is well above the district goals. For Grade 3 ELA, teachers who have an average student point value of 18-20 will receive a rating of Highly Effective. 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 K-2 ELA, teachers who have a Net Index Score of 0 to 8 will be rated as Effective. This is the district goal. For Grade 3 ELA, teachers who have an average student point value of 9-17 will receive a rating of Effective. 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 K-2 ELA, teachers who have a Net Index Score of -6 to -1 will be rated as Developing. This is below the district goals. For Grade 3 ELA, teachers who have an average student point value of 3 to 8 will receive a rating of Effective. This is below District goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For Grades K-2 ELA, teachers who have a Net Index Score of --7 or lower will be rated as Ineffective. This is well-below the district goals. For Grade 3 ELA, teachers who have an average student point value of 0 to 2 will receive a rating of Ineffective. This is well-below District goals.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>All student learning objectives for Grade K-2 Math will be based upon NWEA pretest information given at the beginning of the school year and post-test information given at the end of the year. HEDI criteria will be based upon the Appendix A1 uploaded as part of this plan.</p> <p>For Grade 3 Math, the State assessment scaled score will be will converted to a 100 point scale based upon the cut scores. HEDI criteria will be based upon the average student growth as measured by the difference between students' performance on a BOCES/Regionally developed pre-test and the State assessment as set forth in Appendix A as uploaded.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>For Grades K-2 Math, teachers who have a Net Index Score of 9 or higher will be rated as Highly Effective. This is well above the district goals.</p> <p>For Grade 3 Math, teachers who have an average student point value of 18-20 will receive a rating of Highly Effective. This is well-above District goals.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>For Grades K-2 Math, teachers who have a Net Index Score of 0 to 8 will be rated as Effective. This is the district goal.</p> <p>For Grade 3 Math, teachers who have an average student point value of 9-17 will receive a rating of Effective. This is the district goal.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>For Grades K-2 Math, teachers who have a Net Index Score of -6 to -1 will be rated as Developing. This is below the district goals.</p> <p>For Grade 3 Math, teachers who have an average student point value of 3 to 8 will receive a rating of Effective. This is below District goals.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>For Grades K-2 Math, teachers who have a Net Index Score of -7 or lower will be rated as Ineffective. This is well-below the district goals.</p> <p>For Grade 3 Math, teachers who have an average student point value of 0 to 2 will receive a rating of Ineffective. This is well-below District goals.</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	Not applicable	N/A
7	State-approved 3rd party assessment	Measures of Academic Progress (Science)
	Science	Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>All student learning objectives for Grade 7 Science will be based upon NWEA pretest information given at the beginning of the school year and post-test information given at the end of the year. HEDI criteria will be based upon the Appendix A1 uploaded as part of this plan.</p> <p>For Grade 8 Science, the State assessment scaled score will be converted to a percentage. HEDI criteria will be based upon the average student growth as measured by the difference between students' performance on a BOCES/Regionally developed pre-test and the State assessment as set forth in Appendix A as uploaded.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>For Grade 7 Science, teachers who have a Net Index Score of 9 or higher will be rated as Highly Effective. This is well above the district goals.</p> <p>For Grade 8 Science, teachers who have an average student point value of 18-20 will receive a rating of Highly Effective. This is well-above District goals.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>For Grade 7 Science, teachers who have a Net Index Score of 0 to 8 will be rated as Effective. This is the district goal.</p> <p>For Grade 8 Science, teachers who have an average student point value of 9-17 will receive a rating of Effective. This is the district goal.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>For Grade 7 Science, teachers who have a Net Index Score of -6 to -1 will be rated as Developing. This is below the district goals.</p> <p>For Grade 8 Science, teachers who have an average student point value of 3 to 8 will receive a rating of Effective. This is below District goals.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>For Grade 7 Science, teachers who have a Net Index Score of --7 or lower will be rated as Ineffective. This is well-below the district goals.</p> <p>For Grade 8 Science, teachers who have an average student point value of 0 to 2 will receive a rating of Ineffective. This is well-below District goals.</p>

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	N/A

7	District, regional or BOCES-developed assessment	BOCES/Regionally Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	BOCES/Regionally Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grade 7 and 8 Social Studies, the Student Learning Objective shall be based upon average student growth as measured by the difference between students' performance on a BOCES/Regionally developed pre-test and post-test assessment as set forth in Appendix A as uploaded.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For Grade 7 and 8 Social Studies, teachers who have an average student point value of 18-20 will receive a rating of Highly Effective. This is well-above District goals.
Effective (9 - 17 points) Results meet District goals for similar students.	For Grade 7 and 8 Social Studies, teachers who have an average student point value of 9-17 will receive a rating of Effective. This is the district goal.
Developing (3 - 8 points) Results are below District goals for similar students.	For Grade 7 and 8 Social Studies, teachers who have an average student point value of 3 to 8 will receive a rating of Effective. This is below District goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For Grade 7 and 8 Social Studies, teachers who have an average student point value of 0 to 2 will receive a rating of Ineffective. This is well-below District goals.

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	BOCES/REgionally Developed Global 1 assessment
		Assessment
Social Studies Regents Courses		
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	For High School Social Studies, the Student Learning Objective shall be based upon average student growth as measured by the
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	difference between students' performance on a BOCES/Regionally developed pre-test and post-test or Regents assessment, as applicable, as set forth in Appendix A as uploaded. For High School Regents Social Studies, the scaled score on the Regents assessment provided by the State will be converted to a percentage which shall be used to determine the student's point score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Social Studies, teachers who have an average student point value of 18-20 will receive a rating of Highly Effective. This is well-above District goals.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Social Studies, teachers who have an average student point value of 9-17 will receive a rating of Effective. This is the district goal.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Social Studies, teachers who have an average student point value of 3 to 8 will receive a rating of Effective. This is below District goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Social Studies, teachers who have an average student point value of 0 to 2 will receive a rating of Ineffective. This is well-below District goals.

2.7) High School Science Regents Courses

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

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

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

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

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 High School Regents Science, the scaled score on the Regents assessment provided by the State will be converted to a percentage which shall be used to determine the student's point score. HEDI criteria will be based upon the average student growth as measured by the difference between students' performance on a BOCES/Regionally developed pre-test and the State assessment as set forth in Appendix A as uploaded.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Regents Science, teachers who have an average student point value of 18-20 will receive a rating of Highly Effective. This is well-above District goals.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Regents Science, teachers who have an average student point value of 9-17 will receive a rating of

Effective. This is the district goal.

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

For High School Regents Science, teachers who have an average student point value of 3 to 8 will receive a rating of Effective. This is below District goals.

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

For High School Regents Science, teachers who have an average student point value of 0 to 2 will receive a rating of Ineffective. This is well-below District goals.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

For High School Regents Math, the scaled score on the Regents assessment provided by the State will be converted to a percentage which shall be used to determine the student's point score. HEDI criteria will be based upon the average student growth as measured by the difference between students' performance on a BOCES/Regionally developed pre-test and the State assessment as set forth in Appendix A as uploaded.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

For High School Regents Math, teachers who have an average student point value of 18-20 will receive a rating of Highly Effective. This is well-above District goals.

Effective (9 - 17 points) Results meet District goals for similar students.

For High School Regents Math, teachers who have an average student point value of 9-17 will receive a rating of Effective. This is the district goal.

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

For High School Regents Math, teachers who have an average student point value of 3 to 8 will receive a rating of Effective. This is below District goals.

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

For High School Regents Math, teachers who have an average student point value of 0 to 2 will receive a rating of Ineffective. This is well-below District goals.

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	State approved 3rd party assessment	Measures of Academic Progress (ELA, Math)
Grade 10 ELA	State approved 3rd party assessment	Measures of Academic Progress (ELA, Math)
Grade 11 ELA	Regents assessment	New York State Regents ELA examination.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The student learning objectives for Grades 9 and 10 ELA will be used upon NWEA pretest information given at the beginning of the school year and post-test information given at the end of the year. HEDI criteria will be based upon the Appendix A1 uploaded as part of this plan.</p> <p>For Grade 11 ELA, the Student Learning Objective shall be based upon average student growth as measured by the difference between students' performance on a BOCES/Regionally developed pre-test and the ELA Regents examination as set forth in Appendix A as uploaded. The scaled score on the Regents assessment provided by the State will be converted to a percentage which shall be used to determine the student's point score.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>For Grades 9 and 10 ELA, teachers who have a Net Index Score of 9 or higher will be rated as Highly Effective. This is well above the district goals.</p> <p>For Grade 11 ELA, teachers who have an average student point value of 18-20 will receive a rating of Highly Effective. This is well-above District goals.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>For Grades 9 and 10 ELA, teachers who have a Net Index Score of 0 to 8 will be rated as Effective. This is the district goal.</p> <p>For Grade 11 ELA, teachers who have an average student point value of 9-17 will receive a rating of Effective. This is the district goal.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>For Grades 9 and 10 ELA, teachers who have a Net Index Score of -6 to -1 will be rated as Developing. This is below the district goals.</p> <p>For Grade 11 ELA, teachers who have an average student point value of 3 to 8 will receive a rating of Developing. This is below District goals.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>For 9 and 10 ELA, teachers who have a Net Index Score of -7 or lower will be rated as Ineffective. This is well-below the district goals.</p> <p>For Grade 11 ELA, teachers who have an average student point value of 0 to 2 will receive a rating of Ineffective. This is well-below District goals.</p>

and upload that file here.

assets/survey-uploads/5364/147236-TXEttx9bQW/State Growth Appendicies.docx

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

Adjustments for students with disabilities in a self-contained classroom and for English Language learners may be made pursuant to the chart set forth in Appendix A.

To mitigate these factors extended learning time will be given to all students in the Rochester CSD. In addition summer school will be offered to all students in middle school and high school. Teachers also have career ladder opportunities for professional development. One half of a teachers annual professional development (24 hours minimum) are based on data driven instruction and implementation of common core curriculum. The other half of teachers annual professional development (24 hours minimum) is based on building wide goals centered around students in these categories.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways	Checked

that improve student learning and instruction.

2.14) Assurances | Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range. Checked

2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. Checked

3. Local Measures (Teachers)

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA, Math)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA, Math)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA, Math)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA, Math)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA, Math)

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.	Local Measures for Grade 4-8 ELA shall be based upon average student achievement on the NWEA ELA assessment. Each student in a teacher’s confirmed roster shall receive a point value score based upon his or her achievement percentile pursuant to the chart attached Appendix C. All student point scores will be averaged to determine the teacher's score and HEDI rating.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade 4-8 ELA, teachers who have an average student point value of 18-20 will receive a rating of Highly Effective. This is well-above District goals.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade 4-8 ELA, teachers who have an average student point value of 9-17 will receive a rating of Effective. This is the district goal.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade 4-8 ELA, teachers who have an average student point value of 3 to 8 will receive a rating of Developing. This is below District goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade 4-8 ELA, teachers who have an average student point value of 0 to 2 will receive a rating of Ineffective. This is well-below District goals.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA, Math)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA, Math)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA, Math)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA, Math)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA, Math)

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.	Local Measures for Grade 4-8 Math shall be based upon average student achievement on the NWEA Math assessment. Each student in a teacher's confirmed roster shall receive a point value score based upon his or her achievement percentile pursuant to the chart attached Appendix C. All student point scores will be averaged to determine the teacher's score and HEDI rating.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade 4-8 Math, teachers who have an average student point value of 18-20 will receive a rating of Highly Effective. This is well-above District goals.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade 4-8 Math, teachers who have an average student point value of 9-17 will receive a rating of Effective. This is the district goal.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade 4-8 Math, teachers who have an average student point value of 3 to 8 will receive a rating of Developing. This is below District goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade 4-8 Math, teachers who have an average student point value of 0 to 2 will receive a rating of Ineffective. This is well-below District goals.

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/147472-rhJdBgDruP/Local Measures Appendicies_1.docx](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWEBB
1	4) State-approved 3rd party assessments	AIMSWEBB
2	4) State-approved 3rd party assessments	AIMSWEBB
3	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA, Math)

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.	Local Measures for Grade K-3 ELA shall be based upon average student achievement on the NWEA ELA or AIMSWEBB assessments. Each student in a teacher's confirmed roster shall receive a point value score based upon his or her achievement percentile pursuant to the chart attached Appendix C. A teacher's Local Measures rating will be the average of their students' point scores.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade K-3 ELA, teachers who have an average student point value of 18-20 will receive a rating of Highly Effective. This is well-above District goals.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade K-3 ELA, teachers who have an average student point value of 9-17 will receive a rating of Effective. This is the district goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade K-3 ELA, teachers who have an average student point value of 3 to 8 will receive a rating of Developing. This is below District goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade K-3 ELA, teachers who have an average student point value of 0 to 2 will receive a rating of Ineffective. This is well-below District goals.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWEBB
1	4) State-approved 3rd party assessments	AIMSWEBB
2	4) State-approved 3rd party assessments	AIMSWEBB
3	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA, Math)

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.	Local Measures for Grade K-3 Math shall be based upon average student achievement on the NWEA Math or AIMSWEBB assessments. Each student in a teacher's confirmed roster shall receive a point value score based upon his or her achievement percentile pursuant to the chart attached Appendix C. A teacher's Local Measures rating will be the average of their students' point scores.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade K-3 Math, teachers who have an average student point value of 18-20 will receive a rating of Highly Effective. This is well-above District goals.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	For Grade K-3 Math, teachers who have an average student point value of 9-17 will receive a rating of Effective. This is the

grade/subject.	district goal.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade K-3 Math, teachers who have an average student point value of 3 to 8 will receive a rating of Developing. This is below District goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade K-3 Math, teachers who have an average student point value of 0 to 2 will receive a rating of Ineffective. This is well-below District goals.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	N/A
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)

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.	Local Measures for Grade 7 and 8 Science shall be based upon average student achievement on the NWEA Science assessment. Each student in a teacher's confirmed roster shall receive a point value score based upon his or her achievement percentile pursuant to the chart attached Appendix C. A teacher's Local Measures rating will be the average of their students' point scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade 7 and 8 Science, teachers who have an average student point value of 18-20 will receive a rating of Highly Effective. This is well-above District goals.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade 7 and 8 Science, teachers who have an average student point value of 9-17 will receive a rating of Effective. This is the district goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade 7 and 8 Science, teachers who have an average student point value of 3 to 8 will receive a rating of Developing. This is below District goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade 7 and 8 Science, teachers who have an average student point value of 0 to 2 will receive a rating of Ineffective. This is well-below District goals.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	N/A

7	5) District, regional, or BOCES–developed assessments	BOCES/Regional Assessment for Grade 7 Social Studies
8	5) District, regional, or BOCES–developed assessments	BOCES/Regional Assessment for Grade 8 Social Studies

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.	Local Measures for Grade 7 and 8 social studies shall be based upon average student achievement on a BOCES/Regionally developed assessment given at the end of the school year. Each student in a teacher’s confirmed roster shall receive a point value score based upon his or her percent score on the assessment pursuant to the chart attached Appendix C. A teacher’s Local Measures rating will be the average of their students' point scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade 7 and 8 Social Studies, teachers who have an average student point value of 18-20 will receive a rating of Highly Effective. This is well-above District goals.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade 7 and 8 Social Studies, teachers who have an average student point value of 9-17 will receive a rating of Effective. This is the district goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade 7 and 8 Social Studies, teachers who have an average student point value of 3 to 8 will receive a rating of Developing. This is below District goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade 7 and 8 Social Studies, teachers who have an average student point value of 0 to 2 will receive a rating of Ineffective. This is well-below District goals.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	BOCES/Regional assessment for Global 1
Global 2	5) District, regional, or BOCES–developed assessments	BOCES/Regional assessment for Global 2
American History	5) District, regional, or BOCES–developed assessments	BOCES/Regional assessment for American History

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.	Local Measures for high school Social Studies shall be based upon average student achievement on a BOCES/Regionally developed assessment given at the end of the school year. Each student in a teacher's confirmed roster shall receive a point value score based upon his or her percent score on the assessment pursuant to the chart attached Appendix C. A teacher's Local Measures rating will be the average of their students' point scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For high school Social Studies, teachers who have an average student point value of 18-20 will receive a rating of Highly Effective. This is well-above District goals.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For high school Social Studies, teachers who have an average student point value of 9-17 will receive a rating of Effective. This is the district goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For high school Social Studies, teachers who have an average student point value of 3 to 8 will receive a rating of Developing. This is below District goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For high school Social Studies, teachers who have an average student point value of 0 to 2 will receive a rating of Ineffective. This is well-below District goals.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES-developed assessments	BOCES/Regional assessment for Living Environment
Earth Science	5) District, regional, or BOCES-developed assessments	BOCES/Regional assessment for Earth Science
Chemistry	5) District, regional, or BOCES-developed assessments	BOCES/Regional assessment for Chemistry
Physics	5) District, regional, or BOCES-developed assessments	BOCES/Regional assessment for Physics

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.	Local Measures for high school Science shall be based upon average student achievement on a BOCES/Regionally developed assessment given at the end of the school year. Each student in a teacher's confirmed roster shall receive a point value score based upon his or her percent score on the assessment pursuant to the chart attached Appendix C. A teacher's Local Measures rating will be the average of their students' point scores.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For high school science, teachers who have an average student point value of 18-20 will receive a rating of Highly Effective. This is well-above District goals.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For high school science, teachers who have an average student point value of 9-17 will receive a rating of Effective. This is the district goal.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For high school science, teachers who have an average student point value of 3 to 8 will receive a rating of Developing. This is below District goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For high school science, teachers who have an average student point value of 0 to 2 will receive a rating of Ineffective. This is well-below District goals.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES-developed assessments	BOCES/Regional assessment for Algebra 1
Geometry	5) District, regional, or BOCES-developed assessments	BOCES/Regional assessment for Geometry
Algebra 2	5) District, regional, or BOCES-developed assessments	BOCES/Regional assessment for Algebra 2

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Local Measures for high school Math shall be based upon average student achievement on a BOCES/Regionally
--	---

subcomponent. If needed, you may upload a table or graphic at 3.13, below.	developed assessment given at the end of the school year. Each student in a teacher's confirmed roster shall receive a point value score based upon his or her percent score on the assessment pursuant to the chart attached Appendix C. A teacher's Local Measures rating will be the average of their students' point scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For high school Math, teachers who have an average student point value of 18-20 will receive a rating of Highly Effective. This is well-above District goals.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For high school Math, teachers who have an average student point value of 9-17 will receive a rating of Effective. This is the district goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For high school Math, teachers who have an average student point value of 3 to 8 will receive a rating of Developing. This is below District goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For high school Math, teachers who have an average student point value of 0 to 2 will receive a rating of Ineffective. This is well-below District goals.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES-developed assessments	BOCES/Regional assessment for Grade 9 ELA
Grade 10 ELA	5) District, regional, or BOCES-developed assessments	BOCES/Regional assessment for Grade 10 ELA
Grade 11 ELA	5) District, regional, or BOCES-developed assessments	BOCES/Regional assessment for Grade 11 ELA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Local Measures for high school ELA shall be based upon average student achievement on a BOCES/Regionally developed assessment given at the end of the school year. Each student in a teacher's confirmed roster shall receive a point value score based upon his or her percent score on the assessment pursuant to the chart attached Appendix C. A teacher's Local Measures rating will be the average of their students' point scores.
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Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all other subjects, teachers who have an average student point value of 9-17 will receive a rating of Effective. This is the district goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all other subjects, teachers who have an average student point value of 3 to 8 will receive a rating of Developing. This is below District goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all other subjects, teachers who have an average student point value of 0 to 2 will receive a rating of Ineffective. This is well-below District goals.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/147472-y92vNseFa4/RTA - Student Attendance Adjustment.docx

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Adjustments to Local Measures may be made for poverty, students with disabilities, and English language learners. These factors, as recognized by the state significantly impact student learning. To that end, for purposes of determining a teacher's average point score, the assessment scores for students in poverty will be adjusted by a factor of 1.3; students with disabilities in integrated settings by a factor of 1.35, students with disabilities in self-contained classrooms by a factor of 1.45, ELL Beginning Level by a factor of 1.45, ELL Intermediate Level by a factor of 1.3, and ELL Advance Level by a factor of 1.25. For students with more than one factor the only the highest factor will be used. The adjusted assessment scores will be used to determine the point value for that student, which will be averaged with the other student scores to determine the teacher's overall point score and HEDI rating.

To mitigate these factors extended learning time will be offered to all students in the Rochester CSD. In addition summer school will be offered to all students in middle school and high school. Teachers also have career ladder opportunities for professional development. One half of a teachers annual professional development (24 hours minimum) are based on data driven instruction and implementation of common core curriculum. The other half of teachers annual professional development (24 hours minimum) is based on building wide goals centered around students in these categories.

Additionally, Local Measures may be adjusted for student attendance. Attendance adjustments will be applied only if there is a comprehensive, school based student absence reduction plan that results in a measureable increase in school-wide attendance as established by the School Based Planning Team by no later than October 1st of each school year. If such attendance adjustment is applied, each student's assessment score will be weighted based upon the student's days in attendance as compared to the total number of days of student attendance in a teacher's cohort as exemplified by the chart attached to 3.13 - Local Measures - Adjustment for Student Attendance chart. The weighted student scores will be used to determine the teacher's point score and HEDI rating.

As required by 8 NYCRR 30-6.2 of the Rules of the Board of Regents, as interpreted by the New York State Education Department, in no case shall any control, adjustments, or any combination thereof, set forth above result in an increase in the Local Measures subcomponent score of more than two points.

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.

Not applicable

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Friday, June 29, 2012

Updated Wednesday, August 01, 2012

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4.1) Teacher Practice Rubric

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

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

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

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 (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, 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)

assets/survey-uploads/5091/147512-2UoxI2HPmn/Form_4_2_Points_Within_Other_Measures - RCSD.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.

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Early Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Early Elementary Student Perception Survey 6-12	(No response)
[SurveyTools.3] District Variance	(No response)

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

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 points. The element scores for a domain shall be averaged to determine the score for that domain.

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.

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

assets/survey-uploads/5091/147512-eka9yMJ855/HEDI Measures Appendicies_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.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers whose performance meets district expectations will receive a rating of Effective pursuant to the process described in question 4.5 above.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers whose performance is below district expectations will receive a rating of Developing pursuant to the process described in question 4.5 above.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers whose performance is well-below district expectations will receive a rating of Ineffective pursuant to the process described in question 4.5 above.

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

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

4.7) Observations of Tenured Teachers Formal/Long	2
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers 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 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 Saturday, June 30, 2012

Updated Monday, July 02, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Saturday, June 30, 2012

Updated Monday, August 27, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

assets/survey-uploads/5265/147656-Df0w3Xx5v6/TIP - Rochester City School Distric.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeal Procedure

23. The parties agree to the following appeal procedure for the 2012-2013 school year only. 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.

24. 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.

25. Fifteen (15) business days from the receipt of the APPR composite rating, 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.

26. 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 by 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.

27. 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 unavailable during the 15 school day period in which to file an appeal, the time to file shall be extended by the number of days of unavailability. The appeals process set forth herein shall be timely and expeditious as required by Education Law Section 3012-c.

28. 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 at Stage 2 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 Stage 2 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 time frame 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 Stage 2 decision. There shall be no Stage 3.

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.

29. Prior to September 1st, the District shall provide to the RTA a list of all teachers rated Ineffective or Developing on the Other Measures and/or Local Measures subcomponents of the APPR. The CIT Panel shall develop forms for teachers to appeal their APPR ratings.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

All administrators and peer reviewers are required to take a 15 hour on-line training course on the use of the TEACHSCAPE Rubric and will be required to take and pass a test at the end of the course prior evaluating any teacher. Additionally, the District is scheduled to conduct a joint presentation on the APPR for teachers and administrators with the RTA and ASAR in August of 2012. The Career in Teaching Office continually conducts training for peer reviewers. Monthly training will be scheduled with administrators which will include review of the rubric. Annual re-certification through the TEACHSCAPE Rubric test will be required. This training and recertification is designed to ensure interrater reliability.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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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.

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

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

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-2	State-approved 3rd party assessment	AIMSWEBB

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The State Growth subcomponent for K-2 schools shall be based upon student performance on the AIMSWEBB assessment pursuant to the attached chart. The Objective will be to have 90% of the students making the Standard Rate of Increase on the Test of Early Literacy and Test of Early Math.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	A Principal who achieves over 100% of the Objective shall receive a rating of Highly Effective. This is well above the District goal.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A Principal who achieves 75% - 100% of the Objective shall receive a rating of Effective. This is the District goal.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A Principal who achieves 30% - 74% of the Objective shall receive a rating of Developing. 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).	A Principal who achieves less than 30% of the Objective shall receive a rating of Ineffective. This is well below the District goal.

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

assets/survey-uploads/5365/147752-lha0DogRNw/RCSD Principal Comparable Measures Scoring Chart_3.doc

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

None

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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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.

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades), Measures of Academic Progress (ELA, Math)
K-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades), Measures of Academic Progress (ELA, Math), Measures of Academic Progress (Science)
K-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades), Measures of Academic Progress (ELA, Math), Measures of Academic Progress (Science)
7-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math), Measures of Academic Progress (Science)
9-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math)
9-12	(g) % achieving specific level on Regents or alternatives	High School Math 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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For all Principals, except those of Grades 9-12 schools, Local Measures will be based upon student growth, as measured by the combined Net Index Score provided by NWEA, on the NWEA Math, ELA and/or Science assessments pursuant to the attached chart.</p> <p>For Principals of 9-12 schools, 1/2 of the Local Measures will be based upon the NWEA ELA assessments given to students in Grades 9-12 and 1/2 will be based upon the increase in passing</p>
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rates for Math Regents examinations pursuant to the attached chart.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Principals, except for 9-12 Principals, who receive a Net Index Score of 5 or 6 based upon all NWEA assessments given in their schools shall be rated as Highly Effective. This is well-above the District goal.

Principals in 9-12 schools who receive an average point score of 14 or 15, based upon a Net Index Score of 5 or 6 from NWEA and improved passing rates of 9% or 10% on the Math Regents exams will receive a rating of Highly Effective. This is well-above the District Goal.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Principals, except for 9-12 Principals, who receive a Net Index Score of -1 to 4 based upon all NWEA assessments given in their schools shall be rated as Effective. This is the District goal.

Principals in 9-12 schools who receive an average point score or 8-13, based upon a Net Index Score from -1 to 4 from NWEA and improved passing rates of 3.5-8% on the Math Regents exams, will receive a rating of Effective. This is the District Goal.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Principals, except for 9-12 Principals, who receive a Net Index Score of -6 to -2 based upon all NWEA assessments given in their schools shall be rated as Developing. This is below the District goal.

Principals in 9-12 schools who receive an average point score or 3-7, based upon a Net Index Score of -6 to -2 from NWEA and improved passing rates of 1% to 3% on all Math Regents exams, will receive a rating of Developing. This is below the District Goal.

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

Principals, except for 9-12 Principals, who receive a Net Index Score of -7 or less based upon all NWEA assessments given in their schools shall be rated as Ineffective. This is well-below the District goal.

Principals in 9-12 schools who receive an average point score of 0-2, based upon a Net Index Score of -7 or less from NWEA and improved passing rates less than 1% on all Math Regents exams, will receive a rating of Ineffective. This is well-below the District Goal.

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

(No response)

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

assets/survey-uploads/5366/147754-qBFVOWF7fC/RCSD Principal Local Measures_1.doc

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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K-2	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades)

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.	Principals of K-2 schools Local Measures will be based upon student growth, as measured by the Net Index Score provided by NWEA, on the NWEA Math and ELA assessments pursuant to the attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A K-2 Principal who receives a Net Index Score of 8 or higher will be rated Highly Effective. This is well-above the District goal.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A K-2 Principal who receives a Net Index Score of -1 to 7 will be rated Effective. This is the District goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A K-2 Principal who receives a Net Index Score of -2 to -7 will be rated Developing. This is below the District goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A K-2 Principal who receives a Net Index Score of less than -7 will be rated Ineffective. This is well-below the District goal.

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

(No response)

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

assets/survey-uploads/5366/147754-T8MIGWUVm1/RCSD Principal Local Measures.doc

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Not applicable

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.

Principals of Grades 9-12 buildings will have two Locally Selected Measures, student growth on the 9-12 NWEA ELA assessments and increase in percent passing rates on Math Regents examinations. Principals will receive a score based upon a 15 point scale for each measure and these scores will be averaged to determine the HEDI category and score. There are no schools where Locally Selected Measures are 20% of the APPR that have more than one measure.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Each element 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 element 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.

assets/survey-uploads/5143/147764-pMADJ4gk6R/RCSD - Principal Other Measures.doc

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

Highly Effective: Overall performance and results exceed standards.	A Principal who receives a rubric score of 3.51 or higher, based upon a four-point scale, shall be rated as Highly Effective. This exceeds District standards.
Effective: Overall performance and results meet standards.	A Principal who receives a rubric score of 2.51 to 3.50, based upon a four-point scale, shall be rated as Effective. This meets District standards.
Developing: Overall performance and results need improvement in order to meet standards.	A Principal who receives a rubric score of 1.55 to 2.50, based upon a four-point scale, will receiving a rating of Developing. This result needs improvement in order to meet standards.
Ineffective: Overall performance and results do not meet standards.	A Principal who receives a rubric score of 1.54 or less, based upon a four-point scale, will receive a rating of 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 Sunday, July 01, 2012

Updated Monday, July 02, 2012

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.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Sunday, July 01, 2012
Updated Thursday, July 26, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/147766-Df0w3Xx5v6/PIP - Rochester City School Distric.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, upon any written documentation the Principal wishes to present, no

later than 15 school days following receipt of the Composite Rating. Appeals shall be heard by a three-member panel, with one member selected by the District, one by ASAR, and one mutually selected. The panel shall render a decision no later than 30 school days from receipt of the request for appeal by 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, 2013.

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 and Certification of Lead Evaluators and Evaluators

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

Three to six District administrators may evaluate building principals during the 2012-2013 school year. These administrators include the three Zone Chiefs, who will have primary responsibility to evaluate principals, the Deputy Superintendent for Teaching and Learning, the Deputy Superintendent for Administration, and the Superintendent.

Any administrator who evaluates building principals shall be required to participate in at least 5 hours of training using the Multidimensional Rubric. Administrators will be certified using a District-created certification tool and shall be recertified annually. Administrators shall be required to meet at least bi-monthly to discuss observations of principals that they have observed. Zone Chiefs will be required to observe at least one principal outside of his or her zone and review such observation with the chief of that outside zone to assess commonalities seen in the observations. These meetings and cross-zone observations are designed to ensure interrater reliability.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

- (7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Friday, June 29, 2012

Updated Monday, August 27, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

<assets/survey-uploads/5581/147232-3Uqgn5g9Iu/2012-08-27 - RCSD Certification.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

APPENDIX A1
State Growth Based Upon NWEA Assessment

For all grades/subject matters for which an NWEA assessment is used to determine State Growth, the growth score for the State Growth subcomponent of the APPR shall be based upon the Net Index Score as provided by NWEA. A teacher's growth score shall be calculated as follows:

NWEA Net Index Score	Points Awarded
< -9	0
-8	1
-7	2
-6	3
-5	4
-4	5
-3	6
-2	7
-1	8
0	9
1	10
2	11
3	12
4	13
5	14
6	15
7	16
8	17
9	18
10	19
> 10	20

APPENDIX A

State Growth Measure Matrix for Grades/Subject Areas without State VAM or NWEA

	Points																				
	Highly Effective			Effective									Developing					Ineffective			
Pre-test	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
0-10	80	75	73	68	67	66	65	64	63	61	60	59	50	45	40	35	30	25	20	10	1
11-20	85	81	76	73	70	68	66	65	64	62	60	57	55	52	47	45	40	35	30	20	1
21-30	90	85	80	76	71	69	67	66	65	64	63	62	60	55	50	45	40	40	35	30	1
31-40	91	86	82	78	73	70	68	67	66	65	64	63	62	61	57	53	47	42	40	36	1
41-50	92	87	84	80	76	74	73	72	70	68	65	64	62	60	58	56	54	52	50	46	1
51-60	93	88	86	84	75	74	73	72	70	69	68	67	65	63	62	61	60	59	58	54	1
61-70	35% G	30% G	25% G	21% G	20% G	19% G	18% G	17% G	16% G	15% G	14% G	13% G	12% G	11% G	10% G	9% G	8% G	7% G	NG	R < 10%	R > 10%
71-80	18% G	17% G	16% G	15% G	14% G	13% G	12% G	11% G	10% G	9% G	8% G	7% G	6% G	5% G	4% G	3% G	2% G	1% G	NG	R < 10%	R > 10%
81-100	18% G	17% G	16% G	15% G	14% G	13% G	12% G	11% G	10% G	9% G	8% G	7% G	6% G	5% G	4% G	3% G	2% G	1% G	NG	R < 10%	R > 10%
SWD/ELL*	35% G	30% G	25% G	21% G	20% G	19% G	18% G	17% G	16% G	15% G	14% G	13% G	12% G	11% G	10% G	9% G	8% G	7% G	NG	R < 10%	R > 10%

All listed assessment scores represent the minimum score required on a student post-test to receive the corresponding point value.

*For school year 2012-2013, applies to Students with Disabilities in self-contained classrooms and Beginning and Intermediate level English Language Learners.

APPENDIX C
Local Measures Scoring Chart

	Points																				
	Highly Effective			Effective									Developing					Ineffective			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
0 or 1 Adjustment Factor	90	87	85	82	80	78	75	73	70	67	65	62	59	54	52	50	45	40	35	30	1
With 2 Adjustment Factors	85	83	81	79	77	75	73	70	67	65	63	61	57	53	51	45	40	35	30	20	1
With 3 Adjustment Factors	80	79	76	75	73	71	69	67	65	64	62	60	55	50	45	40	30	25	20	10	1

*Each student assessment score represents the minimum score required to receive the corresponding point value.

Local Measures – Student Attendance Adjustment

Students' assessment scores will be given proportionate weight based upon their attendance pursuant to the following methodology:

Each student's assessment score (A_s) shall be multiplied by the number of days that student was in attendance (D_a), which shall be the gross student score for that student (G_s). The sum of the gross scores all of the students in a teacher's cohort shall be the cohort score (C_s), which shall be divided by the total number of days that all students within a teacher's cohort were in attendance for the assessment period (T_a), which shall be the weighted score (W_s) for that teacher.

For example:

Student	Days in Attendance (D_a)	Assessment Score (A_s)	Gross Student Score ($G_s = D_a \times A_s$)
1	175	98	17,150
2	100	94	9,400
3	75	72	5,400
4	50	50	2,500
5	150	86	12,900
Total	550 (T_a)	400	47,350
Average	$400/5 = 80\%$		
Weighted Score	$47,350/550 = 86.09\%$ $G_s/T_a = W_s$		

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.

Fill in the group of teachers covered (e.g., "probationary teachers"): Teachers who select PART

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

Teachers who select to be evaluated exclusively by a trained administrator

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	

Rochester City School District – Other Measures HEDI Determination

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 points. The element scores for a domain shall be averaged to determine the score for that domain.

Rating	Other Measures Average	Scoring Band Points
Ineffective	1.00 – 1.40	0-54
Developing	1.50 – 2.49	55-56
Effective	2.50 – 3.49	57-58
Highly Effective	3.50 – 4.00	59-60

Examples of Calculation of TEACHSCAPE Rubric Subcomponent Scores

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	
HEDI Rating	57 (Effective)	

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

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	2.6		3.0

Instruction			
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		
HEDI Rating	57 (Effective)		

**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		
HEDI Rating	57 (Effective)		

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

The values in the Total Average Rubric Score represent the minimum score required for the corresponding point value.

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: _____

Rochester City School District
Principal APPR Comparable Measures
Percent Objective to Subcomponent Score

Rating Category	Highly Effective	Effective	Developing	Ineffective
Performance Level	Well-Above District Expectations	Meets District Expectations	Below District Expectations	Well Below District Expectations
% Objective	> 100%	75 - 100%	30 - 74%	0 - 29%
Points Awarded	101-04% - 18 105-108% - 19 >108% - 20	75 - 77% - 9 78-80% - 10 81 - 84% -11 85-87% - 12 88-90% - 13 91-93% - 14 94-96% - 15 97-99% - 16 100% - 17	30 - 34% - 3 35-43% - 4 44-50% - 5 51-58% - 6 59-65% - 7 66-74% - 8	0-10% - 0 11-20% - 1 21-29% - 2

Rochester City School District
Principal Local Measures Subcomponent

For Principals in K-2, K-6, K-8, K-12, and 7-12 buildings, the score for the Local Measures subcomponent of the APPR shall be based upon the Net Index Score for students taking the NWEA Math, ELA, and/or Science assessment within the school, as provided by NWEA. A Principal's Local Measures Component score shall be calculated as follows:

15 Points

NWEA Net Index Score	Points Awarded
< -9	0
-8	1
-7	2
-6	3
-5	4
-4	5
-3	6
-2	7
-1	8
0	9
1	10
2	11
3	12
4	13
5	14
6	15

20 Points

NWEA Net Index Score	Points Awarded
-10 or below	0
-9	1
-8	2
-7	3
-6	4
-5	5
-4	6
-3	7
-2	8
-1	9
0	10
1	11

2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10 or higher	20

For Principals of buildings with only grades nine through twelve, one half of the available points for Local Measures shall be based upon the NWEA English Language Arts assessments administered to students in grades nine, ten, and twelve. Points will be based upon the 15 Point table above. The remaining half of a Principal’s assessment will be based upon the increase in passing rate for all students taking Math Regents examinations. The objective for Principals evaluated under this paragraph will be to increase the number of students achieving a passing rate of 65% or better by 10%. The score on the NWEA and the math score will be averaged together and all point values shall be rounded up to the nearest whole number.

Increase in Math Regents Passing Rates	Points
Less than 0%	0
No increase	1
.5%	2
1.0%	3
1.5%	4
2.0%	5
2.5%	6
3.0%	7
3.5%	8
4%	9
5%	10
6%	11
7%	12
8%	13
9%	14
10%	15

Rochester City School District
Principal Local Measures Subcomponent

For Principals in K-2, K-6, K-8, K-12, and 7-12 buildings, the score for the Local Measures subcomponent of the APPR shall be based upon the Net Index Score for students taking the NWEA Math, ELA, and/or Science assessment within the school, as provided by NWEA. A Principal’s Local Measures Component score shall be calculated as follows:

15 Points

NWEA Net Index Score	Points Awarded
< -9	0
-8	1
-7	2
-6	3
-5	4
-4	5
-3	6
-2	7
-1	8
0	9
1	10
2	11
3	12
4	13
5	14
6	15

20 Points

NWEA Net Index Score	Points Awarded
-10 or below	0
-9	1
-8	2
-7	3
-6	4
-5	5
-4	6
-3	7
-2	8
-1	9
0	10
1	11

2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10 or higher	20

For Principals of buildings with only grades nine through twelve, one half of the available points for Local Measures shall be based upon the NWEA English Language Arts assessments administered to students in grades nine, ten, and twelve. Points will be based upon the 15 Point table above. The remaining half of a Principal’s assessment will be based upon the increase in passing rate for all students taking Math Regents examinations. The objective for Principals evaluated under this paragraph will be to increase the number of students achieving a passing rate of 65% or better by 10%. The score on the NWEA and the math score will be averaged together and all point values shall be rounded up to the nearest whole number.

Increase in Math Regents Passing Rates	Points
Less than 0%	0
No increase	1
.5%	2
1.0%	3
1.5%	4
2.0%	5
2.5%	6
3.0%	7
3.5%	8
4%	9
5%	10
6%	11
7%	12
8%	13
9%	14
10%	15

Rochester City School District
Principal Other Measures
Rubric Score to Subcomponent Conversation Chart

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

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 make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

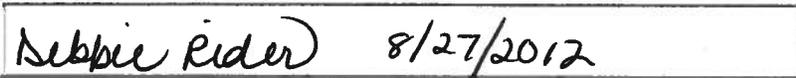
Superintendent Signature: Date: 8/27/2012



Teachers Union President Signature: Date: 8-27-2012



Administrative Union President Signature: Date:

 8/27/2012

Board of Education President Signature: Date: 8/27/12

