



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

Commissioner of Education  
President of the University of the State of New York  
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Albany, New York 12234

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December 4, 2012

Lynn Marie Fusco, Superintendent  
Alden Central School District  
13190 Park St.  
Alden, NY 14004

Dear Superintendent Fusco:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

  
John B. King, Jr.  
Commissioner

Attachment

c: Donald A. Ogilvie

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

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

# Annual Professional Performance Reviews: 2012-13

Created Tuesday, July 03, 2012

Updated Wednesday, November 28, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number :

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

*140101060000*

#### 1.2) School District Name:

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

*ALDEN CSD*

#### 1.3) School Improvement Grant (SIG) Districts Only

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

*(No response)*

#### 1.4) Award Classification

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

- 
- Strengthening Teacher and Leader Effectiveness RFP (NYSED)
-

## 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 Tuesday, July 03, 2012

Updated Wednesday, November 28, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Western New York Regionally developed Assessment in Kindergarten ELA
1	District, regional, or BOCES-developed assessment	Western NY Regional/Western New York Regionally Developed Assessment in First Grade ELA
2	District, regional, or BOCES-developed assessment	Western New York Regionally Developed Assessment in Second Grade ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The principal and teacher using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	81%-100% of students met their growth target as indicated in the SLO
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	61%-80% of students met their growth target as indicated in the SLO
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	41%-60% of students met their growth target as indicated in the SLO
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0%-40% of students met their growth target as indicated in the SLO

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Western New York Regionally Developed Assessment in Kindergarten Math
1	District, regional, or BOCES-developed assessment	Western New York Regionally Developed Assessment in First Grade Math
2	District, regional, or BOCES-developed assessment	Western New York Regionally Developed Assessment in Second Grade Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The principal and teacher using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	81%-100% of students met their growth target as indicated in the SLO
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	61%-80% of students met their growth target as indicated in the SLO

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	41%-60% of students met their growth target as indicated in the SLO
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0%-40% of students met their growth target as indicated in the SLO

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Western New York Regionally Developed Assessment in Sixth Grade Science
7	District, regional or BOCES-developed assessment	Western New York Regionally Developed Assessment in 7th Grade Science
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The principal and teacher using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	81%-100% of students met their growth target as indicated in the SLO
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	61%-80% of students met their growth target as indicated in the SLO
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	41%-60% of students met their growth target as indicated in the SLO
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0%-40% of students met their growth target as indicated in the SLO

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Western New York Regionally Developed Assessment in Sixth Grade Social Studies

7	District, regional or BOCES-developed assessment	Western New York Regionally Developed Assessment in Seventh Grade Social Studies
8	District, regional or BOCES-developed assessment	Western New York Regionally Developed Assessment in Eighth Grade Social Studies

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The principal and teacher using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81%-100% of students met their growth target as indicated in the SLO
Effective (9 - 17 points) Results meet District goals for similar students.	61%-80% of students met their growth target as indicated in the SLO
Developing (3 - 8 points) Results are below District goals for similar students.	41%-60% of students met their growth target as indicated in the SLO
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-40% of students met their growth target as indicated in the SLO

## 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	Western New York Regionally Developed Assessment in Global Studies 1

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Alden Central School District HEDI Scale will be universally applied in each subject area and/or grade level. The Alden CSD HEDI scale has been uploaded into section 2.11.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81%-100% of students met their growth target as indicated in the SLO
Effective (9 - 17 points) Results meet District goals for similar students.	61%-80% of students met their growth target as indicated in the SLO
Developing (3 - 8 points) Results are below District goals for similar students.	41%-60% of students met their growth target as indicated in the SLO
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-40% of students met their growth target as indicated in the SLO

## 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.	The principal and teacher using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81%-100% of students met their growth target as indicated in the SLO
Effective (9 - 17 points) Results meet District goals for similar students.	61%-80% of students met their growth target as indicated in the SLO
Developing (3 - 8 points) Results are below District goals for similar students.	41%-60% of students met their growth target as indicated in the SLO
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-40% of students met their growth target as indicated in the SLO

## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The principal and teacher using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81%-100% of students met their growth target as indicated in the SLO
Effective (9 - 17 points) Results meet District goals for similar students.	61%-80% of students met their growth target as indicated in the SLO
Developing (3 - 8 points) Results are below District goals for similar students.	41%-60% of students met their growth target as indicated in the SLO
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-40% of students met their growth target as indicated in the SLO

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Western New York Regionally Developed Assessment in Ninth Grade ELA
Grade 10 ELA	District, regional or BOCES-developed assessment	Western New York Regionally Developed Assessment in Tenth Grade ELA
Grade 11 ELA	Regents assessment	ELA Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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	The principal and teacher using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet or
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graphic at 2.11, below.	exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81%-100% of students met their growth target as indicated in the SLO
Effective (9 - 17 points) Results meet District goals for similar students.	61%-80% of students met their growth target as indicated in the SLO
Developing (3 - 8 points) Results are below District goals for similar students.	41%-60% of students met their growth target as indicated in the SLO
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-40% of students met their growth target as indicated in the SLO

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
AP English Literature	State-approved 3rd party assessment	AP Program- English Literature
Mythology	District, Regional or BOCES-developed	Alden CSD Developed Assessment in Mythology
Creative Writing	District, Regional or BOCES-developed	Alden CSD Developed Assessment in Creative Writing
Fundamentals of Acting	District, Regional or BOCES-developed	Alden CSD Developed Assessment in Fundamentals of Acting
American Film	District, Regional or BOCES-developed	Alden CSD Developed Assessment in American Film
Media Production	District, Regional or BOCES-developed	Alden CSD Developed Assessment in Media Production
Online Publishing	District, Regional or BOCES-developed	Alden CSD Developed Assessment in Online Publishing
Online Publishing 2	District, Regional or BOCES-developed	Alden CSD Developed Assessment in Online Publishing 2
Sociology	District, Regional or BOCES-developed	Alden CSD Developed Assessment in Sociology
Psychology	District, Regional or BOCES-developed	Western New York Regionally Developed Assessment in Psychology
AP American History	State-approved 3rd party assessment	AP Program- American History
Social Studies 12	District, Regional or BOCES-developed	Western New York Regionally Developed Assessment in Social Studies 12
20th Century	District, Regional or BOCES-developed	Alden CSD Developed Assessment in 20th Century
Social Studies 12 Honors	District, Regional or BOCES-developed	Alden CSD Developed Assessment in Social Studies 12 Honors
Pre Algebra	District, Regional or BOCES-developed	Western New York Regionally Developed Assessment in Pre Algebra

College Algebra	District, Regional or BOCES-developed	Western New York Regionally Developed Assessment in College Algebra
College Calculus	District, Regional or BOCES-developed	Western New York Regionally Developed Assessment in College Calculus
Pre-Calculus	District, Regional or BOCES-developed	Western New York Regionally Developed Assessment in Pre-Calculus
College Chemistry	District, Regional or BOCES-developed	Western New York Regionally Developed Assessment in College Chemistry
Biology	District, Regional or BOCES-developed	Western New York Regionally Developed Assessment in Biology

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The principal and teacher using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81%-100% of students met their growth target as indicated in the SLO
Effective (9 - 17 points) Results meet District goals for similar students.	61%-80% of students met their growth target as indicated in the SLO
Developing (3 - 8 points) Results are below District goals for similar students.	41%=60% of students met their growth target as indicated in the SLO
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-40% of students met their growth target as indicated in the SLO

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

[assets/survey-uploads/5364/148285-avH4IQNZMh/Form\\_2\\_10\\_All\\_Other\\_Courses\[1\]11-20.doc](#)

## 2.11) HEDI Tables or Graphics

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

[assets/survey-uploads/5364/148285-TXEttx9bQW/20 point HEDI.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.

*The District is not using local controls at this time.*

## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, July 03, 2012

Updated Wednesday, November 28, 2012

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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	AIMSweb
5	4) State-approved 3rd party assessments	AIMSweb
6	4) State-approved 3rd party assessments	AIMSweb
7	4) State-approved 3rd party assessments	AIMSweb
8	4) State-approved 3rd party assessments	AIMSweb

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.	AIMSweb will be providing individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-15 HEDI Score will be determined using the uploaded conversion chart in task 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their individualized student growth targets
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their individualized student growth targets
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their individualized student growth targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their individualized student growth targets

### 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	AIMSweb
5	4) State-approved 3rd party assessments	AIMSweb
6	4) State-approved 3rd party assessments	AIMSweb
7	4) State-approved 3rd party assessments	AIMSweb
8	4) State-approved 3rd party assessments	AIMSweb

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.	AIMSweb will be providing individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets
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graphic at 3.3, below.	a corresponding 0-15 HEDI Score will be determined using the uploaded conversion chart in task 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their individualized student growth targets
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their individualized student growth targets
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their individualized student growth targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their individualized student growth targets

### 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/5139/148292-rhJdBgDruP/15 pt HEDI SCALE.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	AIMSweb
1	4) State-approved 3rd party assessments	AIMSweb
2	4) State-approved 3rd party assessments	AIMSweb
3	4) State-approved 3rd party assessments	AIMSweb

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.

AIMSweb will be providing individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 3.13.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their individualized student growth targets
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their individualized student growth targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their individualized student growth targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their individualized student growth targets

### 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	AIMSweb
1	4) State-approved 3rd party assessments	AIMSweb
2	4) State-approved 3rd party assessments	AIMSweb
3	4) State-approved 3rd party assessments	AIMSweb

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.	AIMSweb will be providing individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their individualized student growth targets
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their individualized student growth targets
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their individualized student growth targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their individualized student growth targets

### 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	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Sixth Grade Science
7	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Seventh Grade Science
8	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Eighth Grade 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.	The Alden Central School District will be establishing a proficiency benchmark of 65 or higher. Based on the percentage of students who meet or exceed the proficiency benchmark of 65 or higher a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their achievement target as indicated in the student achievement measure
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their achievement target as indicated in the student achievement measure
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their achievement target as indicated in the student achievement measure
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their achievement target as indicated in the student achievement measure

### 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	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Sixth Grade Social Studies
7	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Seventh Grade Social Studies
8	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Eighth Grade 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.	The Alden Central School District will be establishing a proficiency benchmark of 65 or higher. Based on the percentage of students who meet or exceed the proficiency benchmark of 65 or higher a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their achievement target as indicated in the student achievement measure
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their achievement target as indicated in the student achievement measure
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their achievement target as indicated in the student achievement measure
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their achievement target as indicated in the student achievement measure

### 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	Western New York Regionally Developed Assessment in Global Studies 1
Global 2	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Global Studies 2
American History	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in 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.	The Alden Central School District will be establishing a proficiency benchmark of 65 or higher. Based on the percentage of students who meet or exceed the proficiency benchmark of 65 or higher a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their achievement target as indicated in the student achievement measure
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their achievement target as indicated in the student achievement measure
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their achievement target as indicated in the student achievement measure
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their achievement target as indicated in the student achievement measure

### 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	Western New York Regionally Developed Assessment in Living Environment
Earth Science	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Earth Science
Chemistry	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Chemistry
Physics	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in 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.	The Alden Central School District will be establishing a proficiency benchmark of 65 or higher. Based on the percentage of students who meet or exceed the proficiency benchmark of 65 or higher a corresponding 0-20 HEDI Score will be determined using the uploaded
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	conversion chart in task 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their achievement target as indicated in the student achievement measure
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their achievement target as indicated in the student achievement measure
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their achievement target as indicated in the student achievement measure
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their achievement target as indicated in the student achievement measure

### 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	Western New York Regionally Developed Assessment in Algebra 1
Geometry	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Geometry
Algebra 2	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in 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 subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Alden Central School District will be establishing a proficiency benchmark of 65 or higher. Based on the percentage of students who meet or exceed the proficiency benchmark of 65 or higher a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their achievement target as indicated in the student achievement measure
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	61%-80% of students met their achievement target as indicated in the student achievement measure

for grade/subject.

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

41%-60% of students met their achievement target as indicated in the student achievement measure

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

0%-40% of students met their achievement target as indicated in the student achievement measure

### 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	Western New York Regionally Developed Assessment in 9th Grade ELA
Grade 10 ELA	5) District, regional, or BOCES—developed assessments	Western New York Regionally Developed Assessment in Tenth Grade ELA
Grade 11 ELA	5) District, regional, or BOCES—developed assessments	Western New York Regionally Developed Assessment in Eleventh Grade 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.

The Alden Central School District will be establishing a proficiency benchmark of 65 or higher. Based on the percentage of students who meet or exceed the proficiency benchmark of 65 or higher a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 3.13.

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

81%-100% of students met their achievement target as indicated in the student achievement measure

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

61%-80% of students met their achievement target as indicated in the student achievement measure

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

41%-60% of students met their achievement target as indicated in the student achievement measure

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

0%-40% of students met their achievement target as indicated in the student achievement measure

for grade/subject.

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
AP Program-English Literature	4) State-approved 3rd party	AP Program-English Literature Assessment
Mythology	5) District/regional/BOCES—developed	Alden CSD Developed Assessment in Mythology
Creative Writing	5) District/regional/BOCES—developed	Alden CSD Developed Assessment in Creative Writing
Fundamentals of Acting	5) District/regional/BOCES—developed	Alden CSD Developed Assessment in Fundamentals of Acting
American Film	5) District/regional/BOCES—developed	Alden CSD Developed Assessment in American Film
Media Production	5) District/regional/BOCES—developed	Alden CSD Developed Assessment in Media Production
Online Publishing	5) District/regional/BOCES—developed	Alden CSD Developed Assessment in Online Publishing
Online Publishing 2	5) District/regional/BOCES—developed	Alden CSD Developed Assessment in Online Publishing 2
Sociology	5) District/regional/BOCES—developed	Alden CSD Developed Assessment in Sociology
Psychology	5) District/regional/BOCES—developed	Western New York Regionally Developed Assessment in Psychology
AP Program-American History	4) State-approved 3rd party	AP Program-American History Assessment
Social Studies 12	5) District/regional/BOCES—developed	Western New York Regionally Developed Assessment in Social Studies 12
20th Century	5) District/regional/BOCES—developed	Alden CSD Developed Assessment in 20th Century
Social Studies 12 Honors	5) District/regional/BOCES—developed	Western New York Regionally Developed Assessment in Social Studies 12 Honors
Pre Algebra	5) District/regional/BOCES—developed	Western New York Regionally Developed Assessment in Pre Algebra

	d	
College Algebra	5) District/regional/BOCES–developed	Western New York Regionally Developed Assessment in College Algebra
College Calculus	5) District/regional/BOCES–developed	Western New York Regionally Developed Assessment in College Calculus
Pre-Calculus	5) District/regional/BOCES–developed	Western New York Regionally Developed Assessment in Pre-Calculus
College Chemistry	5) District/regional/BOCES–developed	Western New York Regionally Developed Assessment in College Chemistry
Biology	5) District/regional/BOCES–developed	Western New York Regionally Developed Assessment in Biology

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Alden Central School District will be establishing a proficiency benchmark of 65 or higher. Based on the percentage of students who meet or exceed the proficiency benchmark of 65 or higher a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 3.13. For any AP course the proficiency benchmark will be 3 or higher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their achievement target as indicated in the student achievement measure
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their achievement target as indicated in the student achievement measure
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their achievement target as indicated in the student achievement measure
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their achievement target as indicated in the student achievement measure

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)

### 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/5139/148292-y92vNseFa4/20 point HEDI.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.

*The District is not using local controls at this time.*

### 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.

*The District will assess the results of each SLO separately, arriving at a HEDI rating and point value between 0-20 (or 0-15) points. Each SLO must then be weighted proportionately based on the number of students included in all SLOs. This will provide one HEDI score between 0-20 (or 0-15) points. The rating always rounds to the nearest whole number; .5 and higher rounds up; Less than .5 rounds down.*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, July 03, 2012

Updated Tuesday, November 27, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching (2011 Revised Edition)*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
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	20

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

*The Alden Central School District APPR is designed in a very specific manner to ensure rigor, inter-rater reliability and best practice instructional strategies in the classroom. Based on the Charlotte Danielson's 2011 Rubric (which is State Education Department Approved). The rubric is utilized seamlessly to inform instruction and pedagogical practices through clinical supervision while confirming fidelity to the Rubric. As a rule, total points are assigned to each component of the evaluation process with the following breakdown:*

- Pre-Observation Process: 5pts
- Observation: 20pts
- Post Observation Process: 5pts

- *Walk Through Observations (minimum of 2): Up to 5pts each, 10pts total needed*
  - *Multiple Measures (Selected Professional Activities): 20pts*
- Total 60pts

All administrators are trained (and receive ongoing training) on the Danielson 2011 Rubric and the NYS Teaching standards via the Erie 1 BOCES Network Team and district provided professional development monthly. Trainings include inter-rater reliability, instructional pedagogy and are based on the Danielson Rubric in conjunction with the RTTT SED initiatives.

Please see attached for further explanation.

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/5091/148293-eka9yMJ855/Teacher \(3\) APPR Review Room Explanation-Draft 11-27a.pdf](#)

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

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

Provide the ranges for the 60-point scoring bands.

Highly Effective	52-60
Effective	25-51
Developing	7-24
Ineffective	0-6

#### 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	3
4.6) Observations of Probationary Teachers   Informal/Short	2
4.6) Observations of Probationary Teachers   Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers   Formal/Long	1
4.7) Observations of Tenured Teachers   Informal/Short	2
4.7) Observations of Tenured Teachers   Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
-

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

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- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, July 03, 2012

Updated Tuesday, November 27, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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	52-60
Effective	25-51
Developing	7-24
Ineffective	0-6

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 Tuesday, July 03, 2012

Updated Wednesday, November 28, 2012

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## 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/5265/148296-Df0w3Xx5v6/Teacher Improvement Plan\\_1.pdf](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *APPR Appeal Process*

*1. Appeals of Annual Professional Performance Reviews shall be limited to only those which rate a classroom teacher as "ineffective" or "developing." An ATA member holding the position of classroom teacher may challenge only the substance of the Annual*

*Professional Performance Review, the District's adherence to the standards and methodologies required for such Annual Professional Performance Review, the District's compliance with the procedures for conducting the Annual Professional Performance Review, its issuance, and/or implementation of the terms of the Teacher Improvement Plan.*

*2. Such appeal must be submitted in writing to the administrator developing and implementing the APPR or Teacher Improvement Plan. The written submission must explain in detail the specific basis for the appeal. The appeal must be submitted within seven school days of the issuance of the APPR or Teacher Improvement Plan, or other act under this section which is the subject of the appeal, or it is deemed waived. Along with his or her written appeal, the ATA member may submit copies of any supporting documentation or written materials specific to the point(s) of disagreement and relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is initially filed shall not be considered.*

*3. Within seven school days of receipt of the appeal, the administrator conducting the APPR or Teacher Improvement Plan shall submit a written determination on the merits of the appeal. The District administrator's response shall include copies of any and all additional documents or written materials that he or she considered in reaching a decision. The absence of a determination shall be deemed a denial of the appeal.*

*4. If the member received an "ineffective" or "developing" rating and disagrees with the administrator's determination of the appeal, the teacher may submit a copy of the appeal, the determination, and a written statement explaining in detail the basis for disagreement within seven school days directly to the Superintendent who will convene an APPR Review Panel to review the appeal. The APPR Review Panel will consist of three members of the ATA as chosen by the president and two District representatives as chosen by the Superintendent but excluding the Superintendent, the evaluating administrator and the member appealing his or her APPR or Teacher Improvement Plan as part of the Panel. The APPR Review Panel shall provide the ATA member with the opportunity to meet with the Panel within seven school days of the date the teacher's request was received (or such other convenient time as may be determined by the Panel). This meeting shall conclude within the 7 school day span, and the APPR Review Panel shall render a final recommendation on the appeal within seven school days after the date on which the unit member was provided the opportunity to meet with the Panel. This recommendation will be delivered by the ATA president to the Superintendent who will make the final determination of the appeal within 10 school days upon receipt of the recommendation from the Panel.*

*5. The decision of the Superintendent (or the decision of the District Administrator if not appealed to the APPR Review Panel or directly to the Superintendent) shall be final and binding on all parties. It shall not be subject to any further appeal through any other process including grievance or arbitration contained within Article 3 of the collective bargaining agreement.*

*6. ATA members may not file more than one appeal regarding the same APPR or Teacher Improvement Plan. All grounds for appealing a particular APPR or Teacher Improvement Plan must be raised with specificity within the initial appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.*

*7. Nothing in this appeals process shall in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher, and any such termination or denial shall not in any way be subject to challenge through the grievance and arbitration provisions of the collective negotiations agreement between the Parties or in any other forum except on the basis of performance.*

*8. The above appeals procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to an ATA member's APPR or Teacher Improvement Plan. Members may not resort to any other grievance or arbitration procedures contained within the collective bargaining agreement or to any administrative or judicial forum for the resolution of challenges and appeals related to the APPR or Teacher Improvement Plan.*

*9. Upon request by either the ATA or ACS, this appeal process will be annually reviewed to assess its effectiveness. Any changes will be mutually agreed to in writing by both parties. Additionally, the Alden Central School District ensures that any material changes to the appeals process will be made in accordance with Education Law 3012-c.*

## 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.

*Training will be successfully completed on the 9 minimum requirements outlined in section 30-2.9 of the Commissioner's Regulations.*

*The district will continue to participate in the ERIE 1 BOCES trainings as a means of ensuring inter-rater reliability over time and for certifying and recertifying administrators on a continuous basis and as needed. This training will be supplemented through Professional Development provided by Alden Schools focused on the NYS Teaching Standards and standards identified through the Interstate School Leaders Licensure Consortium.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, July 03, 2012

Updated Wednesday, November 28, 2012

## Page 1

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

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

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

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

9-12
4-8
(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-3	District, regional, or BOCES-developed	Western New York Regionally developed Assessment in K-3 ELA and Math

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The principal and teacher using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	81%-100% of students met their growth target as indicated in the SLO
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	61%-80% of students met their growth target as indicated in the SLO
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	41%-60% of students met their growth target as indicated in the SLO
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0%-40% of students met their growth target as indicated in the SLO

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/5365/148297-lha0DogRNw/20 point HEDI.docx*

## 7.4) Special Considerations for Comparable Growth Measures

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

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

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, July 03, 2012

Updated Wednesday, November 28, 2012

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
4-8	(a) achievement on State assessments	State Assessments in Math and ELA Grades 4-8
9-12	(d) measures used by district for teacher evaluation	Regents ELA 11. Regents Algebra 1

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.	<p>The Alden CSD has established for the 4-8 principal a proficiency benchmark of 3 or higher.</p> <p>The Alden CSD has established for the 9-12 principal a proficiency benchmark of 65 or higher. Based on the overall percentage of students who meet or exceed the proficiency benchmark of either a 3 or higher or 65 or higher a corresponding 0-15 HEDI Score will be determined using the uploaded 15 point conversion chart.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their achievement target as indicated in the student achievement measure
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their achievement target as indicated in the student achievement measure
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement	41%-60% of students met their achievement target as indicated in the student achievement measure

for grade/subject.

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

0%-40% of students met their achievement target as indicated in the student achievement measure

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/5366/148298-qBFVOWF7fC/15 pt HEDI SCALE.docx](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-3	(i) Student Learning Objectives	AIMSweb - Math and ELA Grades K-3

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	AIMSweb will be providing individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their achievement target as indicated the student achievement measure
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their achievement target as indicated in the student achievement measure
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their achievement target as indicated in the student achievement measure
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their achievement target as indicated in the student achievement measure

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/5366/148298-T8MIGWUVm1/20 point HEDI.docx*

### 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.

*The District is not using local controls at this time.*

### 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.

*The District will assess the results of each locally selected measure separately, arriving at a HEDI rating and point value between 0-20 (or 0-15) points. Each locally selected measure must then be weighted proportionately based on the number of students included in all locally selected measures. This will provide one HEDI score between 0-20 (or 0-15) points. The rating always rounds to the nearest whole number; .5 and higher rounds up; Less than .5 rounds down.*

### 8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.

Check

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, July 03, 2012

Updated Wednesday, November 28, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

*(No response)*

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

*The Alden Central School District APPR is designed in a very specific manner to ensure rigor, inter-rater reliability and best practice instructional strategies in the school. Based on the Multidimensional Principal Performance Rubric (MPPR) (which is State Education Department Approved). The rubric is utilized seamlessly to create a Shared Vision of Learning, inform the School culture and Instructional Program, address the Learning Environment, engage the Community with Integrity, Fairness and Ethics, as well as to proactively address the Political, Social, Economic, Legal and Cultural Context while confirming fidelity to the Rubric. As a rule, total points are assigned to each component of the evaluation process with the following breakdown:*

- Goal Setting (MPPR Domain #1: Culture and Sustainability): 10pts
- Formal Teacher Observation Process (MPPR Domain: 2 all attributes): 15pts
- Walk Through Observations (MPPR Domain: 2 all attributes): 10pts
- Five Goal Relevant Events or Meetings (MPPR Domain: 1,3,4,5,6): 5pts
- Review of Documents (MPPR Domain: 2, 3, 4, 5): 15 point total
- \*Written Observations: (10 of the above 15pts)
- \*Goal Relevant Data Points: (5 of the above 15pts)
- Self-Reflection/Evaluation (MPPR Domain: 1, 5, 6): 5pts

*See attached for additional explanation.*

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/5143/148299-pMADJ4gk6R/MPPR Review Room Multiple Measures 11-20-12.pdf](#)

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

Highly Effective: Overall performance and results exceed standards.	See uploaded attachment
Effective: Overall performance and results meet standards.	See uploaded attachment
Developing: Overall performance and results need improvement in order to meet standards.	See uploaded attachment
Ineffective: Overall performance and results do not meet standards.	See uploaded attachment

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	52-60
Effective	25-51
Developing	7-24
Ineffective	0-6

## 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	8
By trained administrator	0
By trained independent evaluator	0
Enter Total	8

### **Tenured Principals**

By supervisor	8
By trained administrator	0
By trained independent evaluator	0
Enter Total	8

# 10. Composite Scoring (Principals)

Created Tuesday, July 03, 2012

Updated Thursday, November 29, 2012

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## 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	52-60
Effective	25-51
Developing	7-24
Ineffective	0-6

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 Tuesday, July 03, 2012

Updated Wednesday, November 28, 2012

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## 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/5276/148302-Df0w3Xx5v6/Principal Improvement Plan.docx](assets/survey-uploads/5276/148302-Df0w3Xx5v6/Principal%20Improvement%20Plan.docx)

### 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 who receives a "Ineffective" rating on his/her APPR shall be entitled to appeal this rating. This appeal must be done in written form and submitted to the Superintendent of Schools (who has been trained in accordance with the requirements of the statute and regulation) within 15 days school days from the receipt of the composite APPR score rating or PIP Plan.*

*The principal must submit a written description that must explain in detail the specific areas which are the basis for the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not*

*submitted at the time the appeal is filed shall not be considered. Appeals are limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law:*

*An appeal must be filed in writing within fifteen (15) school days of the presentation of the document (yearly evaluation and/or improvement plan) to the principal or the right to appeal shall be deemed as waived in all regards.*

*The Superintendent or designee will respond to the appeal with a written response acknowledging the appeal and directing further administrative action. This correspondence will be made within fifteen (15) school days of the receipt of the appeal. The response will include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal.*

*Appeal Process:*

*Step One*

*\*Administrator will officially appeal to the Superintendent*

*\*Appellant and Superintendent to meet to discuss appeal*

*\*Appellant must follow appeal process and present written appeal response*

*Step Two*

*In the event first step does not change the rating, the appellant will have the right to access an outside, Independent Authority (IA), mutually agreed upon and drawn from a previously established list.*

*The Appeal Process shall provide the principal, and the District, with the opportunity to meet with the IA within seven (7) school days of the date the principal's request was received (or such other convenient time as may be determined by the IA. This meeting shall conclude within the 7 school day span. The IA shall render a final recommendation on the appeal within seven (7) school days after the principal was provided the opportunity to meet with the IA.*

*A written decision on the merits of the appeal shall be rendered no later than ten (10) school days from the close of the meeting with the IA. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer may set aside or modify a rating. The decision of the appeal panel is final. A copy of the decision shall be provided to the principal, the Superintendent and all members of the IA.*

## 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.

*Training will be successfully completed on the 9 minimum requirements outlined in section 30-2.9 of the Commissioner's Regulations.*

*The district will continue to participate in the ERIE 1 BOCES trainings as a means of ensuring inter-rater reliability over time and for certifying and recertifying administrators on a continuous basis as needed. This training will be supplemented through Professional Development provided by Alden Schools focused on the NYS Teaching Standards and standards identified through the Interstate School Leaders Licensure Consortium.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
-

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

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• Checked

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## 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
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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
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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 Tuesday, July 03, 2012

Updated Thursday, November 29, 2012

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### 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/5581/148283-3Uqgn5g9Iu/sig page.pdf>

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

**Form 2.10) All Other Courses**

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

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
French 2	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in French 2
French 3	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in French 3
Spanish 2	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Spanish 2
Spanish 3	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Spanish 3

College Spanish	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in College Spanish
Studio in Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Studio in Art
Painting and Drawing	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Alden CSD Developed Assessment in Drawing and Painting
Adv. Painting and Drawing	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Alden CSD Developed Assessment in Adv. Painting and Drawing
Photo 1	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Alden CSD Developed Assessment in Photo1
Digital Imaging	<input type="radio"/> State Assessment	Alden CSD Assessment in

	<input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Digital Imaging
Wind Ensemble	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Wind Ensemble
Concert Band	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Concert Band
Music Theory 1	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Music Theory 1
Music Theory 2	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Music Theory 2
Park Street Voices	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based	Western New York Regionally Developed Assessment in Part Street Voices

	on State	
Select Chorus	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Select Chorus
Physical Education 9-10	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Physical Education 9-10
Physical Education 11-12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Physical Education 11-12
Health	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Health
First Year Experience	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Alden CSD Developed Assessment in First Year Experience
Leadership	<input type="radio"/> State Assessment	Alden CSD Developed

	<input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Assessment in Leadership
Career and Finance Management	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Career and Finance Management
Sports and Entertainment Marketing	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Sports Entertainment Marketing
Computer Applications	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Computer Applications
Accounting	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Accounting
Law in Society	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed	Western New York Regionally Developed Assessment in

	<input type="radio"/> School/BOCES-wide/group/team results based on State	Law in Society
College Computer Applications	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in College Computer Applications
CEIP	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Alden CSD Developed Assessment in CEIP
Metal Manufacturing	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Metal Manufacturing
Woodshop 1	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Woodshop 1
Design Drawing for Production	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Design Drawing for Production

6 <sup>th</sup> Grade Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in 6 <sup>th</sup> Grade Art
7 <sup>th</sup> Grade Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in 7 <sup>th</sup> Grade Art
8 <sup>th</sup> Grade Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in 8 <sup>th</sup> Grade Art
6 <sup>th</sup> Grade Technology	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in 6 <sup>th</sup> Grade Technology
7 <sup>th</sup> Grade Technology	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in 7 <sup>th</sup> Grade Technology
8 <sup>th</sup> Grade Technology	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed	Western New York Regionally Developed Assessment in

	<ul style="list-style-type: none"> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	8 <sup>th</sup> Grade Technology
6 <sup>th</sup> Grade Family and Consumer Science	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	Western New York Regionally Developed Assessment in 6 <sup>th</sup> Grade Family and Consumer Science
7 <sup>th</sup> Grade Family and Consumer Science	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	Western New York Regionally Developed Assessment in 7 <sup>th</sup> Grade Family and Consumer Science
8 <sup>th</sup> Grade Family and Consumer Science	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	Western New York Regionally Developed Assessment in 8 <sup>th</sup> Grade Family and Consumer Science
6 <sup>th</sup> Grade Physical Education	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	Western New York Regionally Developed Assessment in 6 <sup>th</sup> Grade Physical Education
7 <sup>th</sup> Grade Physical Education	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> </ul>	Western New York Regionally

	<input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Developed Assessment in 7 <sup>th</sup> Grade Physical Education
8 <sup>th</sup> Grade Physical Education	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in 8 <sup>th</sup> Grade Physical Education
7 <sup>th</sup> Grade Health	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in
8 <sup>th</sup> Grade Health	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in 8 <sup>th</sup> Grade Health
Computers	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Computers
General Music	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed	Western New York Regionally Developed Assessment in General Music

	<input type="radio"/> School/BOCES-wide/group/team results based on State	
4 <sup>th</sup> Grade Band	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in 4 <sup>th</sup> Grade Band
6 <sup>th</sup> Grade Chorus	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in 6 <sup>th</sup> Grade Chorus
7 <sup>th</sup> Grade Chorus	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in 7 <sup>th</sup> Grade Chorus
8 <sup>th</sup> Grade Chorus	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in 8 <sup>th</sup> Grade Chorus
5 <sup>th</sup> Grade Band	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in 5 <sup>th</sup> Grade Band
6 <sup>th</sup> Grade Band	<input type="radio"/> State Assessment <input type="radio"/>	Western New York

	<input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed Assessment in 6 <sup>th</sup> Grade Band
7 <sup>th</sup> Grade Band	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in 7 <sup>th</sup> Grade Band
8 <sup>th</sup> Grade Band	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in 8 <sup>th</sup> Grade Band
Grade 4 Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Grade 4 Art
Grade 5 Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Grade 5 Art
Grade 4 Music	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based	Western New York Regionally Developed Assessment in Grade 4 Music

	on State	
Grade 5 Music	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Grade 5 Music
Grade 4 Library	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Grade 4 Library
Grade 5 Library	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Grade 5 Library
Grade 6 Library	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Grade 6 Library
Grade 7 Library	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Grade 7 Library
Grade 8 Library	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment	Western New York Regionally

	<input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Developed Assessment in Grade 8 Library
Kindergarten Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Kindergarten Art
Grade 1 Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Grade 1 Art
Grade 2 Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Grade 2 Art
Grade 3 Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Grade 3 Art
Kindergarten Music	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Kindergarten Music

Grade 1 Music	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Grade 1 Music
Grade 2 Music	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Grade 2 Music
Grade 3 Music	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Grade 3 Music
Kindergarten Physical Education	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Kindergarten Physical Education
Grade 1 Physical Education	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Grade 1 Physical Education
Grade 2 Physical Education	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment	Western New York Regionally

	<input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Developed Assessment in Grade 2 Physical Education
Grade 3 Physical Education	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Grade 3 Physical Education
Kindergarten Library	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Kindergarten Library
Grade 1 Library	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Grade 1 Library
Grade 2 Library	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Grade 2 Library
Grade 3 Library	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed	Western New York Regionally Developed Assessment in Grade 3

	<input type="radio"/> School/BOCES-wide/group/team results based on State	Library
AIS in Math	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in Math
AIS in ELA	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western New York Regionally Developed Assessment in ELA

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.	The principal and teacher using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81%-100% of students met their growth target as indicated in the SLO
Effective (9 - 17 points) Results meet District goals for similar students.	61%-80% of students met their growth target as indicated in the SLO
Developing (3 - 8 points) Results are below District goals for similar students.	41%-60% of students met their growth target as indicated in the SLO

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-40% of students met their growth target as indicated in the SLO
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## Alden CSD 20 Point HEDI Conversion Table

0 - 40%		41 - 60%		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGH EFFECTIVE	
<b>0</b>	≤ 14 %	<b>3</b>	41% - 44%	<b>9</b>	61% - 63%	<b>18</b>	81% - 85%
<b>1</b>	15 % - 27%	<b>4</b>	45% - 48%	<b>10</b>	64% - 66%	<b>19</b>	86% - 90%
<b>2</b>	28% - 40%	<b>5</b>	49% - 51%	<b>11</b>	67% - 68%	<b>20</b>	> 90%
		<b>6</b>	52% - 54%	<b>12</b>	69% - 70%		
		<b>7</b>	55% - 57%	<b>13</b>	71% - 72%		
		<b>8</b>	58% - 60%	<b>14</b>	73% - 74%		
				<b>15</b>	75% - 76%		
				<b>16</b>	77% - 78%		
				<b>17</b>	79% - 80%		

15 Point HEDI Conversion Scale for Measures of Student Growth and Achievement

<b>Ineffective</b>		<b>Developing</b>		<b>Effective</b>		<b>Highly Effective</b>	
<b>0</b>	<b>0-14</b>	<b>3</b>	<b>41-43</b>	<b>8</b>	<b>61-63</b>	<b>14</b>	<b>81-89</b>
<b>1</b>	<b>15-27</b>	<b>4</b>	<b>44-47</b>	<b>9</b>	<b>64-66</b>	<b>15</b>	<b>90-100</b>
<b>2</b>	<b>28-40</b>	<b>5</b>	<b>48-51</b>	<b>10</b>	<b>67-70</b>		
		<b>6</b>	<b>52-55</b>	<b>11</b>	<b>71-73</b>		
		<b>7</b>	<b>56-60</b>	<b>12</b>	<b>74-76</b>		
				<b>13</b>	<b>77-80</b>		

**Form 3.12) All Other Courses**

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

<b>Course(s) or Subject(s)</b>  <b>(High School)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
French 2	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in French 2
French 3	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	Western New York Regionally Developed Assessment in French 3

	<ul style="list-style-type: none"> <li>○ 7) Student Learning Objectives</li> </ul>	
Spanish 2	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Spanish 2
Spanish 3	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Spanish 3
College Spanish	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> </ul>	Western New York Regionally Developed Assessment in College Spanish

	<ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Studio in Art	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Studio in Art
Painting and Drawing	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	Alden CSD Developed Assessment in Drawing and Painting

	<ul style="list-style-type: none"> <li>○ 7) Student Learning Objectives</li> </ul>	
Adv. Painting and Drawing	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Alden CSD Developed Assessment in Adv. Painting and Drawing
Photo 1	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Alden CSD Developed Assessment in Photo1
Digital Imaging	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> </ul>	Alden CSD Developed Assessment in Digital Imaging

	<ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Wind Ensemble	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Wind Ensemble
Concert Band	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	Western New York Regionally Developed Assessment in Concert Band

	<ul style="list-style-type: none"> <li>○ 7) Student Learning Objectives</li> </ul>	
Music Theory 1	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Music Theory 1
Music Theory 2	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Music Theory 2
Park Street Voices	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> </ul>	Western New York Regionally Developed Assessment in Park Street Voices

	<ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Select Chorus	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Select Chorus
Physical Education 9-10	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	Western New York Regionally Developed Assessment in Physical Education 9-10

	<ul style="list-style-type: none"> <li>○ 7) Student Learning Objectives</li> </ul>	
Physical Education 11-12	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Physical Education 11-12
Health	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Health
First Year Experience	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> </ul>	Alden CSD Developed Assessment in First Year Experience

	<ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Leadership	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Alden CSD Developed Assessment in Leadership
Career and Finance Management	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	Western New York Regionally Developed Assessment in Career and Finance Management

	<ul style="list-style-type: none"> <li>○ 7) Student Learning Objectives</li> </ul>	
Sports and Entertainment Marketing	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Sports Entertainment Marketing
Computer Applications	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Alden CSD Developed Assessment in Computer Applications
Accounting	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> </ul>	Western New York Regionally Developed Assessment in Accounting

	<ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Law in Society	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Law in Society
College Computer Applications	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	Alden CSD Developed Assessment in College Computer Applications

	<ul style="list-style-type: none"> <li>○ 7) Student Learning Objectives</li> </ul>	
CEIP	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Alden CSD Developed Assessment in CEIP
Metal Manufacturing	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Metal Manufacturing
Woodshop 1	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> </ul>	Western New York Regionally Developed Assessment in Woodshop 1

	<ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Design Drawing for Production	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Design Drawing for Production
6 <sup>th</sup> Grade Art	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	Western New York Regionally Developed Assessment in 6 <sup>th</sup> Grade Art

	<ul style="list-style-type: none"> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
7 <sup>th</sup> Grade Art	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in 7 <sup>th</sup> Grade Art
8 <sup>th</sup> Grade Art	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in 8 <sup>th</sup> Grade Art
6 <sup>th</sup> Grade Technology	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> </ul>	Western New York Regionally Developed Assessment in 6 <sup>th</sup> Grade Technology

	<ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
7 <sup>th</sup> Grade Technology	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in 7 <sup>th</sup> Grade Technology
8 <sup>th</sup> Grade Technology	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	Western New York Regionally Developed Assessment in 8 <sup>th</sup> Grade Technology

	<ul style="list-style-type: none"> <li>○ 7) Student Learning Objectives</li> </ul>	
6 <sup>th</sup> Grade Family and Consumer Science	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in 6 <sup>th</sup> Grade Family and Consumer Science
7 <sup>th</sup> Grade Family and Consumer Science	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in 7th Grade Family and Consumer Science
8 <sup>th</sup> Grade Family and Consumer Science	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> </ul>	Western New York Regionally Developed Assessment in 8 <sup>th</sup> Grade Family and Consumer Science

	<ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
6 <sup>th</sup> Grade Physical Education	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in 6 <sup>th</sup> Grade Physical Education
7 <sup>th</sup> Grade Physical Education	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	Western New York Regionally Developed Assessment in 7 <sup>th</sup> Grade Physical Education

	<ul style="list-style-type: none"> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
8 <sup>th</sup> Grade Physical Education	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in 8 <sup>th</sup> Grade Physical Education
7 <sup>th</sup> Grade Health	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in
8 <sup>th</sup> Grade Health	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> </ul>	Western New York Regionally Developed Assessment in 8 <sup>th</sup> Grade Health

	<ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Computers	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Computers
General Music	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	Western New York Regionally Developed Assessment in General Music

	<ul style="list-style-type: none"> <li>○ 7) Student Learning Objectives</li> </ul>	
4 <sup>th</sup> Grade Band	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in 4 <sup>th</sup> Grade Band
6 <sup>th</sup> Grade Chorus	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in 6 <sup>th</sup> Grade Chorus
7 <sup>th</sup> Grade Chorus	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> </ul>	Western New York Regionally Developed Assessment in 7 <sup>th</sup> Grade Chorus

	<ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
8 <sup>th</sup> Grade Chorus	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in 8 <sup>th</sup> Grade Chorus
5 <sup>th</sup> Grade Band	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	Western New York Regionally Developed Assessment in 5 <sup>th</sup> Grade Band

	<ul style="list-style-type: none"> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
6 <sup>th</sup> Grade Band	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in 6 <sup>th</sup> Grade Band
7 <sup>th</sup> Grade Band	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in 7 <sup>th</sup> Grade Band
8 <sup>th</sup> Grade Band	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> </ul>	Western New York Regionally Developed Assessment in 8 <sup>th</sup> Grade Band

	<ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Grade 4 Art	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Grade 4 Art
Grade 5 Art	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	Western New York Regionally Developed Assessment in Grade 5 Art

	<ul style="list-style-type: none"> <li>○ 7) Student Learning Objectives</li> </ul>	
Grade 4 Music	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Grade 4 Music
Grade 5 Music	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Grade 5 Music
Grade 4 Library	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> </ul>	Western New York Regionally Developed Assessment in Grade 4 Library

	<ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Grade 5 Library	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Grade 5 Library
Grade 6 Library	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	Western New York Regionally Developed Assessment in Grade 6 Library

	<ul style="list-style-type: none"> <li>○ 7) Student Learning Objectives</li> </ul>	
Grade 7 Library	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Grade 7 Library
Grade 8 Library	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Grade 8 Library
<b>Course(s) or Subject(s)</b>  <b>Primary School</b>		<b>Assessment</b>

Kindergarten Art	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Kindergarten Art
Grade 1 Art	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Grade 1 Art
Grade 2 Art	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> </ul>	Western New York Regionally Developed Assessment in Grade 2 Art

	<ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Grade 3 Art	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Grade 3 Art
Kindergarten Music	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	Western New York Regionally Developed Assessment in Kindergarten Music

	<ul style="list-style-type: none"> <li>○ 7) Student Learning Objectives</li> </ul>	
Grade 1 Music	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Grade 1 Music
Grade 2 Music	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Grade 2 Music
Grade 3 Music	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> </ul>	Western New York Regionally Developed Assessment in Grade 3 Music

	<ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Kindergarten Physical Education	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Kindergarten Physical Education
Grade 1 Physical Education	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	Western New York Regionally Developed Assessment in Grade 1 Physical Education

	<ul style="list-style-type: none"> <li>○ 7) Student Learning Objectives</li> </ul>	
Grade 2 Physical Education	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Grade 2 Physical Education
Grade 3 Physical Education	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Grade 3 Physical Education
Kindergarten Library	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> </ul>	Western New York Regionally Developed Assessment in Kindergarten Library

	<ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Grade 1 Library	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Grade 1 Library
Grade 2 Library	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> 5) District, Regional or BOCES-developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	Western New York Regionally Developed Assessment in Grade 2 Library

	<ul style="list-style-type: none"> <li>○ 7) Student Learning Objectives</li> </ul>	
Grade 3 Library	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Western New York Regionally Developed Assessment in Grade 3 Library
AIS in Math	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party assessment</li> <li>X 5) District, Regional or BOCES-developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Alden CSD Developed Assessment in Math
AIS in ELA	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> </ul>	Alden CSD Developed Assessment in ELA

	<input type="radio"/> 4) State-approved 3rd party assessment <input checked="" type="radio"/> 5) District, Regional or BOCES-developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives	
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For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Alden Central School District will be establishing a proficiency benchmark of 65 or higher. Based on the percentage of students who meet or exceed the proficiency benchmark of 65 or higher a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (14 - 15 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their achievement target as indicated in the student achievement measure
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their achievement target as indicated in the student achievement measure
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their achievement target as indicated in the student achievement measure
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their achievement target as indicated in the student achievement measure



## Alden CSD 20 Point HEDI Conversion Table

0 - 40%		41 - 60%		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGH EFFECTIVE	
<b>0</b>	≤ 14 %	<b>3</b>	41% - 44%	<b>9</b>	61% - 63%	<b>18</b>	81% - 85%
<b>1</b>	15 % - 27%	<b>4</b>	45% - 48%	<b>10</b>	64% - 66%	<b>19</b>	86% - 90%
<b>2</b>	28% - 40%	<b>5</b>	49% - 51%	<b>11</b>	67% - 68%	<b>20</b>	> 90%
		<b>6</b>	52% - 54%	<b>12</b>	69% - 70%		
		<b>7</b>	55% - 57%	<b>13</b>	71% - 72%		
		<b>8</b>	58% - 60%	<b>14</b>	73% - 74%		
				<b>15</b>	75% - 76%		
				<b>16</b>	77% - 78%		
				<b>17</b>	79% - 80%		

## APPR Review Room Explanation

The Alden Central School District APPR is designed in a very specific manner to ensure rigor, inter-rater reliability and best practice instructional strategies in the classroom. Based on the Charlotte Danielson's 2011 Rubric (which is State Education Department Approved). The rubric is utilized seamlessly to inform instruction and pedagogical practices through clinical supervision while confirming fidelity to the Rubric. As a rule, total points are assigned to each component of the evaluation process with the following breakdown:

- Pre-Observation Process: 5pts
  - Observation: 20pts
  - Post Observation Process: 5pts
  - Walk Through Observations (minimum of 2): Up to 5pts each, 10pts total needed
  - Multiple Measures (Selected Professional Activities): 20pts
- Total 60pts**

All administrators are trained (and receive ongoing training) on the Danielson 2011 Rubric and the NYS Teaching standards via the Erie 1 BOCES Network Team and district provided professional development monthly. Trainings include inter-rater reliability, instructional pedagogy and are based on the Danielson Rubric in conjunction with the RTTT & SED initiatives.

The following table represents a description of the level of performance required for each of the HEDI rating categories.

60 Point Conversion Table with Descriptors		
Highly Effective	This equates to 52-60 points earned out of a possible 60 points	Our philosophy that has been shared with our teachers is: "we live in effective and visit highly effective"  For a highly effective rating to be given there must be evidence that the learning is done by the learner and is a very active process. The evaluator must see evidence of student intellectual engagement and cite examples of how the teacher is promoting this. This is seen by inviting students to think and solve problems and to explain or write about their understanding.  Key words that would exemplify a highly effective rating include: seamless, solved, highly skillful, leadership, always, students facilitating, students assume responsibility for learning.
Effective	This equates to 25-51 points earned out of a possible 60 points	Key words to describe an effective rating: consistent, frequent, successful, appropriate, clear, positive, smooth, most
Developing	This equates to 7-24 points earned out of a possible 60 points	Key words to describe a developing rating: partial, generally, inconsistently, attempts, moderate, minimal, some
Ineffective	This equates to 0-6 points earned out of a possible 60 points	Key words to describe an ineffective rating: unsafe, lack of, unaware, harmful, unclear, poor, unsuitable, none

### **Pre-Observation Conference:**

Teachers will complete the pre-observation form (appendix A, attached) and submit to the evaluator 3 school days prior to the date of the pre-observation conference. The teacher and administrator utilize the Danielson 2011 Rubric (with embedded notations of Danielson's specific skills) to ensure fidelity with the rubric in terms of inter-rater reliability and pedagogical practice. Once the administrator has reviewed the form and conducted the pre-observation conference, the teacher is assigned an overall score of 0-5 for the pre-observation process. Points are assigned based on the evidence presented in this observation component. Each question on the pre-observation form is directly linked to specific components of Danielson 2011 Rubric, which allows the administrator to qualitatively and quantitatively assign a holistic 0-5 point value.

### **Observation:**

The administrator takes a written script of instruction during the observation recording evidence that aligns with the Danielson 2011 Rubric. The administrator notes specific skills observed based on the components of Danielson's 2011 Rubric in the *Planning and Preparation Domain*, *Classroom Environment Domain* and the *Instruction domain*. These specific, rubric-based observations are noted on the attached form.

Finally, the administrator utilizes the Danielson 2011 Rubric to write the summary of the observation at the bottom of the form. The teacher is assigned an overall score of 1-20 for the observation, based on the evidence presented in this observation component.

### **Post-Observation Conference:**

Teachers will complete the post-observation form (appendix B, attached) and submit to the evaluator within 3 school days of the date of the observation. The post observation conference will occur within 7 school days of the date of the post observation submission. The teacher uses the Danielson 2011 Rubric notations embedded on the form to ensure effectiveness and fidelity to the rubric. Additionally, the observing administrator completes a post observation summary assigning a score of 0-5 for this component, utilizing the Danielson 2011 Rubric. Points are assigned based on the evidence presented in this observation component. Each question on the post-observation form is directly linked to specific components of Danielson 2011 Rubric, which allows the administrator to qualitatively and quantitatively assign a holistic 0-5 point value.

### **Walk Through Observations:**

The teacher will receive Walk Through Observations a minimum of two times per school year. Each Walk Through Observation is worth a maximum of 5 points. The Walk Through Observation Form (Appendix D) will be completed by an administrator

following each Walk Through Observation. Each evidential skill outlined on the walkthrough observation form is annotated to correspond directly with the Danielson 2011 Rubric to ensure fidelity and inter-rater reliability. The observer notes comments corresponding to these skills using the Danielson 2011 Rubric. Points are assigned based on the evidence observed in the walk through observation. Each question on the Walk Through Observation form is directly linked to specific components of Danielson 2011 Rubric, which allows the administrator to qualitatively and quantitatively assign a holistic 0-5 point value for each walk through observation. The teacher will continue to receive walk-through observations until a total of 10 points are received.

**Multiple Measures:** Teachers may choose selected professional activities from the list below (based on the Danielson 2011 Rubric) to achieve the remaining 20 points out of 60.

- **Written Reflection for Tenured Teachers (10 points)** – Written reflections will be completed two times per year. Thoughtful reflection will be based on Danielson’s Domains. Teachers will present a written reflection based on their professional work in each component within Danielson’s four domains. Professionals will also complete a plan for professional growth based on written reflections. The written reflection is reviewed by the administrator and compared with the Danielson 2011 rubric, which allow the administrator to assign a holistic 0-10 points for this component.
- **Alden Central School District Professional Reflection Guidelines for Non Tenured Teachers (10 points)**- Non tenured teachers will complete all components outlined in the Alden Central School District Professional Reflection Guidelines. Detailed guidelines are located on the ACSD Curriculum and Instruction website. Non-tenured teachers present a written reflection based on their professional work in each component within Danielson’s four domains. The written reflection is reviewed by the administrator and compared with the Danielson 2011 rubric, which allow the administrator to assign a holistic 0-10 points for this component.
- **Artifacts Binder (10 points)**- Topic approved by administration. An Artifact Binder consists of collection of artifacts that thoroughly explores the approved topic and represents your best quality work. Teachers are expected to use Danielson’s 2011 Rubric as a basis for this presentation of artifacts aligning with Danielson 2011 Rubric Domains and the components embedded with in them. Such 1:1 correspondence with the Danielson Domains allows the administrator to assign holistic 0-10 point value for this multiple measure.
- **Videotape Lesson (5 points)** – Self-evaluative – Plan, teach and videotape a lesson. View and critique your lesson using the Alden Central School District Observation Report, which is completely aligned with Danielson’s 2011 Rubric. Identify at least one strength of the lesson that contributed to the acquisition of the principle objective and one thing (remedial) that you might change or do

differently with designated administrator. The written submission to the administrator is compared with the planning and instruction domain components of Danielson's Rubric, which allows the evaluator to assign 0-5 points holistically to this multiple measure.

- **Survey (5 points)**- The survey must be approved by administration and focused on improving instruction and/or student achievement (not a satisfaction survey). Possible survey topics include: communication with parents/students/peers, student learning styles, and differentiation of instruction. Create a summary and develop an action plan based on the survey results. The survey and the corresponding action plan are assigned 0-5 points on a holistic basis when evaluated by the administrator using the Danielson 2011 Rubric.
- **Book Study (10 Points)** – Must include two or more participants. Participants are expected to engage in regular meetings that include discussion points culminating with a presentation at a faculty meeting or write-up. The selected book must be approved by administration. The culminating activity will be assigned 0-10 points holistically based on the presentation or write-up when evaluated using the components of Danielson's Fourth Domain, *Professional Responsibilities*.
- **Action Research Project (10 points)** - Project approved by administration. Must include two or more participants and thoroughly explore the approved topic. Submissions must include a summary of findings/ literature review and exploration of how the research will impact instruction and student learning. The culminating activity will be assigned 0-10 points holistically based on the presentation or write-up when evaluated using the components of Danielson's Fourth Domain, *Professional Responsibilities*.
- **Writing Professional Journal Article (10 points)**- Write an article for a professional journal. Provide designated administrator with a copy of the article and proof of submission. The article will be assigned 0-10 points holistically based on the presentation of the article when evaluated using the components of Danielson's Fourth Domain, *Professional Responsibilities*.
- **Professional Growth Plan (10 points)** – A unique concept designed with administrative approval. Selected topic should go above and beyond day-to-day responsibilities. The completed project should culminate in a presentation or reflective summary. The culminating activity will be assigned 0-10 points holistically based on the presentation or write-up when evaluated using the components of Danielson's Fourth Domain, *Professional Responsibilities*.
- **Peer Observation (non-evaluative) (5 points)** – This is a paired activity. Each participant will observe the other for a 40 minute class session. Each participant will submit a written summary exploring “What did I learn?” based on

components of the Planning and Preparation, Classroom Environment and Instruction Domains of Danielson's 2011 Rubric. Given the written summary and the Danielson rubric, the administrator will assign 0-5pts in a holistic manner for this multiple measure.

*Please note that each element of the APPR has been directly tied to the Danielson 2011 Rubric. The 1:1 correspondence of the elements to domains and components within those domains allows the evaluating administrator the ability to provide scores with fidelity and inter-rater reliability based on the evidence provided in the evaluation element.*

**Appendix A**  
**Alden Central School District**  
**Pre-observation Conference**

Name of Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Observation Date & Time: \_\_\_\_\_  
\_\_\_\_\_

Subject: \_\_\_\_\_ Unit: \_\_\_\_\_ Evaluator: \_\_\_\_\_

- |   |   |
|---|---|
| 1. To which part of your curriculum does this lesson relate?<br><i>(Danielson 2011 Edition Domain: 1a, e)</i>   | 5. How will you engage the students in the learning? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using. <i>(Danielson 2011 Edition Domain: 1b, e)</i> |
| 2. How does this learning “fit” in the sequence of learning for this class?<br><i>(Danielson 2011 Edition Domain: 1a, b, e)</i>   | 6. How will you differentiate instruction for different individuals or groups of students in the class?<br><i>(Danielson 2011 Edition Domain: 1b,c, d; 2a, b, c; 3c)</i>  |
| 3. Briefly describe the students in this class, including those with special needs. <i>(Danielson 2011 Edition Domain: 1b,c; 2a, b)</i>   | 7. How and when will you know whether the students have learned what you intend? <i>(Danielson 2011 Edition Domain: 1e,f; 3a, b, c, d)</i>  |
| 4. What are your learning outcomes for this lesson? What do you want the students to understand? How will you assess learning for these outcomes? <i>(Danielson 2011 Edition Domain: 1e, f; 3d)</i> | 8. What domain and component would you like me to specifically observe during the lesson? (e.g. 3b Instruction: Using questioning and discussion techniques) <i>(Danielson 2011 Edition Domain: 4a, e, f)</i>   |

Please submit to the evaluator three days prior to the pre-observation meeting, along with your lesson plan and any other supporting materials (handouts, assessments, etc.)

**Appendix B**  
**Alden Central School District**  
**Post-observation Conference**

**Total: \_\_\_\_/5 pts.**

Name of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Observation Date & Time: \_\_\_\_\_ Evaluator: \_\_\_\_\_

- |   |   |
|---|---|
| <p>1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?<br/><i>(Danielson 2011 Edition Domain: 1e, f, c; 3a, d, e; 4a)</i></p>                    | <p>4. Did you depart from your plan? If so, how, and why?<br/><i>(Danielson 2011 Edition Domain: 1d, e; 3c, d, e)</i></p>   |
| <p>2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? <i>(Danielson 2011 Edition Domain: 2a, b, c; 3a, c, d)</i></p>      | <p>5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective?<br/><i>(Danielson 2011 Edition Domain: 1b, c, d, e, f; 3c, d, e)</i></p> |
| <p>3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? <i>(Danielson 2011 Edition Domain: 2a, b, c, d, e; 3a, d)</i></p> | <p>6. What assessments were used and how did you interpret the results?<br/><i>(Danielson 2011 Edition Domain: 1f; 3d)</i></p>  |

**Appendix C**  
**Alden Central School District**  
**Observation Report**

**Total: \_\_\_\_/5 pts.**

Name of Teacher: \_\_\_\_\_

Observation Date & Time: \_\_\_\_\_ Evaluator: \_\_\_\_\_

<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
18-20 Points	12-17 Points	3-11 Points	0-2 Points

General Statement: Provide general context for lesson observation (course, unit, grade level(s), student groups)

Specific Area: Domain and component observed

Specific Area

Planning and Preparation

Observed:

Affirmation:

Recommendation:

Class Environment

Observed:

Affirmation:

Recommendation:

Instruction

Observed:

Affirmation:

Recommendation:

Summary (narrative):

**Appendix D**  
**Alden Central School District**  
**Walk Through Observation Report**

Name of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Observation Date & Time: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Description of Lesson:

**I. Student Behaviors**

Evidence	Comments:
Students are actively engaged with concepts relevant to the content of the lesson. <i>(Danielson 2011 Edition Domain: 1a, f; 2a; 3c)</i>	
Students are able to explain what they're learning. <i>(Danielson 2011 Edition Domain: 3a, b, c)</i>	
Students have multiple opportunities to demonstrate mastery through varied, relevant, rigorous activities. <i>(Danielson 2011 Edition Domain: 1c, e; 2c; 3a, b, c, d, e)</i>	
Students are engaged in appropriate academic and social behaviors are observed <i>(Danielson 2011 Edition Domain: 2a, b, c, d, e)</i>	

**II. Teacher Behaviors/Instructional Strategies**

Evidence	Comments:
Teacher demonstrates a solid grasp of the content. <i>(Danielson 2011 Edition Domain: 1a, b, c, d, e; 2a, b, c, d)</i>	
Teacher delivers instruction aligned to a rigorous learning objective. <i>(Danielson 2011 Edition Domain: 1c, d, e, f; 2a; 3d, e)</i>	
Teacher demonstrates strong pedagogical skills, balancing direct instruction with modeling, facilitating, and/or coaching students as appropriate. <i>(Danielson 2011 Edition Domain: 1a, b, c, d, e)</i>	

**III. Formative Assessment Strategies**

Evidence	Comments:
Teacher uses a variety of formative assessments of the daily learning objectives. <i>(Danielson 2011 Edition Domain: 1a, e, f; 2a, b, c; 3a, b, c, d, e)</i>	
Teacher adjusts instruction based on checks for understanding. <i>(Danielson 2011 Edition Domain: 1e; 3d, e)</i>	
Teacher provides positive error correction, modeling, and practice opportunities. <i>(Danielson 2011 Edition Domain: 1d, e, f; 3c, d, e)</i>	



## **Teacher Improvement Plan**

As described in the *New York State APPR Requirements, Part 100 Regulations*, the Alden Teacher Improvement Plan (TIP) is designed to provide support through communication, discussion and collaboration in the area (s) of significant concern as the result of an annual summative evaluation.

An employee will be required to develop a TIP upon receiving an evaluation rating of “Developing” or “Ineffective” through an Annual Professional Performance Review. Alden School District must develop and commence implementation of a TIP for such teacher.

The administrator and employee will jointly determine the strategies to be taken to improve instruction, but it is agreed that the primary responsibility for correction remains with the employee.

While it would be preferable and advantageous to develop the TIP prior to the closing of school, a TIP must be in place by no later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year, in accordance with New York State regulations.

The administrator and employee will agree on a mutual time-line to improve any noted deficiencies. This timeline shall include benchmarks at the ten, twenty, thirty and forty-week points to assess progress on the TIP.

### **Purpose:**

- improve employee performance;
- provide a targeted assistive process;
- provide specific support;
- provide information to determine tenure

### **Some examples of specific support include, but are not limited to:**

- Attendance of at least one conference, but no more than three, and application to classroom;
- Observing other classrooms;
- Informal observation by a colleague;
- Informal collegial conversation;
- An informal evaluation by the administrator named in the TIP to offer suggestions;
- An informal evaluation by a second administrator to offer feedback;

## **TIP Process:**

The Teacher Improvement Plan Worksheets will be made available to the employee. They include:

- TIP Worksheet to Identify Areas of Need (Appendix H)
  - Employee completes checklist based on their previous summative evaluation
- Teacher Improvement Plan (Appendix I)
  - To be completed by employee and administrator
  - a TIP must be in place by no later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year
  - Action steps that detail what the employee will do;
    - Utilizes Danielson's critical attributes to develop an action plan
- Evidence Log (Appendix J)
  - Teacher creates and maintains a compilation of evidence and data to support improvement in each area of need
  - Information can be collected via hard copy or electronically
  - The teacher must produce artifacts to serve as evidence for their improvement which may include lessons, student work, unit plans, reflections, and summaries, etc.

**Appendix H**  
**Teacher Improvement Plan Need Identification Worksheet**

**Domain 1: Planning and Preparation**

Component 1a: *Demonstrating Knowledge of Content and Pedagogy*

- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Component 1b: *Demonstrating Knowledge of Students*

- Knowledge of characteristics of age group
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and knowledge
- Knowledge of students' interests and cultural heritage

Component 1c: *Selecting Instructional Goals*

- Value
- Clarity
- Suitability for diverse students
- Balance

Component 1d: *Demonstrating Knowledge of Resources*

- Resources for teaching
- Resources for students

Component 1e: *Designing Coherent Instruction*

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Component 1f: *Assessing Student Learning*

- Congruence with instructional goals
- Criteria and standards
- Use for planning

## **Domain 2: The Classroom Environment**

### *Component 2a: Creating an Environment of Respect and Rapport*

- Teacher interaction with students
- Student interaction

### *Component 2b: Establishing a Culture for Learning*

- Importance of the content
- Student pride in work
- Expectations for learning and achievement

### *Component 2c: Managing Classroom Procedures*

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

### *Component 2d: Managing Student Behavior*

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

### *Component 2e: Organizing Physical Space*

- Safety and arrangement of furniture
- Accessibility to learning and use of physical resources

## **Domain 3: Instruction**

### *Component 3a: Communicating Clearly and Accurately*

- Directions and procedures
- Oral and written language

### *Component 3b: Using Questioning and Discussion Techniques*

- Quality of questions
- Discussion techniques
- Student participation

### *Component 3c: Engaging Students in Learning*

- Representation of content
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

### *Component 3d: Providing Feedback to Students*

- Quality: accurate, substantive, constructive, and specific
- Timeliness

### *Component 3e: Demonstrating Flexibility and Responsiveness*

- Lesson adjustment
- Response to students
- Persistence

## **Domain 4: Professional Responsibilities**

### *Component 4a: Reflecting on Teaching*

- Accuracy
- Use in future teaching

### *Component 4b: Maintaining Accurate Records*

- Student completion of assignments
- Student progress in learning
- Non-instructional records

### *Component 4c: Communicating with Families*

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

### *Component 4d: Contributing to the School and District*

- Relationships with colleagues
- Service to the school
- Participation in school and district projects

### *Component 4e: Growing and Developing Professionally*

- Enhancement of content knowledge and pedagogical skill
- Service to the profession

### *Component 4f: Showing Professionalism*

- Service to students
- Advocacy
- Decision making

**Appendix I**  
**TEACHER IMPROVEMENT PLAN**  
 (To be completed jointly by teacher and administrator)

Name \_\_\_\_\_ Building \_\_\_\_\_

Grade/Subject \_\_\_\_\_

<b>TIMELINE FOR PROGRESS</b>	<b>Initial plan (based on TIP worksheet)</b>	<b>10 weeks</b>	<b>20 weeks</b>	<b>30 weeks</b>	<b>40 weeks</b>
<b>Meeting Date:</b>					
<b>FOCUSED DOMAIN</b>	<b>1 2 3 4</b>	<b>1 2 3 4</b>	<b>1 2 3 4</b>	<b>1 2 3 4</b>	<b>1 2 3 4</b>
<b>ACTION STEPS (Provide detailed description)</b>					
<b>ADMIN. NOTES EVIDENCE OF PROGRESS</b>					
<b>Employee's Comments</b>					

<b>TIMELINE FOR PROGRESS</b>	<b>Initial plan (based on TIP worksheet)</b>	<b>10 weeks</b>	<b>20 weeks</b>	<b>30 weeks</b>	<b>40 weeks</b>
<b>Meeting Date:</b>					
<b>FOCUSED DOMAIN</b>	<b>1 2 3 4</b>	<b>1 2 3 4</b>	<b>1 2 3 4</b>	<b>1 2 3 4</b>	<b>1 2 3 4</b>
<b>Administrator's Comments</b>					
<b>Employee Signature</b>					
<b>Administrator Signature</b>					

**Appendix J**  
**Teacher Improvement Plan Evidence Log**

Teacher Name

Date	Domain	Evidence
	1 2 3 4	
	1 2 3 4	
	1 2 3 4	
	1 2 3 4	
	1 2 3 4	
	1 2 3 4	
	1 2 3 4	
	1 2 3 4	
	1 2 3 4	
	1 2 3 4	



## Alden CSD 20 Point HEDI Conversion Table

0 - 40%		41 - 60%		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGH EFFECTIVE	
<b>0</b>	≤ 14 %	<b>3</b>	41% - 44%	<b>9</b>	61% - 63%	<b>18</b>	81% - 85%
<b>1</b>	15 % - 27%	<b>4</b>	45% - 48%	<b>10</b>	64% - 66%	<b>19</b>	86% - 90%
<b>2</b>	28% - 40%	<b>5</b>	49% - 51%	<b>11</b>	67% - 68%	<b>20</b>	> 90%
		<b>6</b>	52% - 54%	<b>12</b>	69% - 70%		
		<b>7</b>	55% - 57%	<b>13</b>	71% - 72%		
		<b>8</b>	58% - 60%	<b>14</b>	73% - 74%		
				<b>15</b>	75% - 76%		
				<b>16</b>	77% - 78%		
				<b>17</b>	79% - 80%		

15 Point HEDI Conversion Scale for Measures of Student Growth and Achievement

<b>Ineffective</b>		<b>Developing</b>		<b>Effective</b>		<b>Highly Effective</b>	
<b>0</b>	<b>0-14</b>	<b>3</b>	<b>41-43</b>	<b>8</b>	<b>61-63</b>	<b>14</b>	<b>81-89</b>
<b>1</b>	<b>15-27</b>	<b>4</b>	<b>44-47</b>	<b>9</b>	<b>64-66</b>	<b>15</b>	<b>90-100</b>
<b>2</b>	<b>28-40</b>	<b>5</b>	<b>48-51</b>	<b>10</b>	<b>67-70</b>		
		<b>6</b>	<b>52-55</b>	<b>11</b>	<b>71-73</b>		
		<b>7</b>	<b>56-60</b>	<b>12</b>	<b>74-76</b>		
				<b>13</b>	<b>77-80</b>		

## Alden CSD 20 Point HEDI Conversion Table

0 - 40%		41 - 60%		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGH EFFECTIVE	
<b>0</b>	≤ 14 %	<b>3</b>	41% - 44%	<b>9</b>	61% - 63%	<b>18</b>	81% - 85%
<b>1</b>	15 % - 27%	<b>4</b>	45% - 48%	<b>10</b>	64% - 66%	<b>19</b>	86% - 90%
<b>2</b>	28% - 40%	<b>5</b>	49% - 51%	<b>11</b>	67% - 68%	<b>20</b>	> 90%
		<b>6</b>	52% - 54%	<b>12</b>	69% - 70%		
		<b>7</b>	55% - 57%	<b>13</b>	71% - 72%		
		<b>8</b>	58% - 60%	<b>14</b>	73% - 74%		
				<b>15</b>	75% - 76%		
				<b>16</b>	77% - 78%		
				<b>17</b>	79% - 80%		

## Principal APPR Review Room Explanation

The Alden Central School District APPR is designed in a very specific manner to ensure rigor, inter-rater reliability and best practice instructional strategies in the school. Based on the Multidimensional Principal Performance Rubric (MPPR) (which is State Education Department Approved). The rubric is utilized seamlessly to create a *Shared Vision of Learning*, inform the *School culture and Instructional Program*, address the *Learning Environment*, engage the *Community with Integrity, Fairness and Ethics*, as well as to proactively address the *Political, Social, Economic, Legal and Cultural Context* while confirming fidelity to the Rubric. As a rule, total points are assigned to each component of the evaluation process with the following breakdown:

- Goal Setting (*MPPR Domain #1: Culture and Sustainability*): 10pts
- Formal Teacher Observation Process (*MPPR Domain: 2 all attributes*): 15pts
- Walk Through Observations(*MPPR Domain: 2 all attributes*): 10pts
- Five Goal Relevant Events or Meetings (*MPPR Domain: 1,3,4,5,6*): 5pts
- Review of Documents (*MPPR Domain: 2, 3, 4, 5*): 15 point total
  - Written Observations: (10 of the above 15pts)
  - Goal Relevant Data Points: (5 of the above 15pts)
- Self-Reflection/Evaluation (*MPPR Domain: 1, 5, 6*): 5pts

All administrators are trained (and receive ongoing training) on the Multidimensional Principal Performance Rubric and the embedded ISLLC 2008 Leadership Standards via the Erie 1 BOCES Network Team and District provided professional development monthly. Trainings include inter-rater reliability, the ISLLC Standards and are based on the Multidimensional Principal Performance Rubric in conjunction with the RTTT & SED initiatives.

The Description of the level of performance required for each of the HEDI rating categories:

Highly Effective	This equates to 52-60 points earned out of a possible 60 points	Our philosophy that has been shared with our administrators is: "We live in effective and visit highly effective" Highly effective principals collaborate with all stakeholders, promote the regular use of data to improve instruction and nurture and sustain a culture of collaboration, trust, learning and high expectations.
Effective	This equates to 25-51 points earned out of a possible 60 points	Effective principals develop the instructional and leadership capacity of staff. They promote the use of technology to support teaching and learning. They also develop assessments and accountability systems to monitor student progress. Effective principals also monitor and evaluate the impact of the instructional program, maximize time spent on quality instruction, supervise instruction and create a comprehensive, rigorous and coherent curricular program. The culture of the school is enhanced by effective principals who collaborate with key stakeholders, develop a shared mission, create a personalized learning environment and promote and protect the welfare and safety of staff and students
Developing	This equates to 7-24 points earned out of a possible 60 points	These principals have unconnected practices to the mission and vision of the school. Students are more passive in their learning, accountability systems and misaligned and leadership is not distributed to teachers. Principals at this level operate as managers, putting out fires and are inconsistent with decisions and follow through.
Ineffective	This equates to 0-6 points earned out of a possible 60 points	Principals at this level assume the school's improvement is the responsibility of a single individual. There is no collective efficacy demonstrated at this level or understanding of effective and appropriate technologies available. At this level the principal sees him/herself as the sole leader of the organization, makes decisions about change in the educational environment based on own impressions and beliefs. Goal setting is done to be compliant, rather than for future planning and growth.

## A. Goal Setting:

The goal setting process of their practice will address the principal's contribution to the correlation of student growth scores to teachers granted vs. denied tenure; Improvements in proficiency rating of the principal on specific teacher effectiveness standards in the MPPR rubric; Structured feedback from teachers, students and/or families using a State approved tool (to be evaluated for use upon development); School visits by other trained evaluators; A review of school documents, record and/or state accountability processes. This element is annotated with the corresponding MPPR Domain and component strand to ensure fidelity with the rubric in terms of inter-rater reliability and pedagogical practice. An overall element score of 0-10 is assigned to the Principal by the evaluator based on the MPPR Rubric.

## B. Multiple On-Site Visits

### Formal Teacher Observation Process

The Superintendent will shadow the principal throughout each phase of the annual teacher observation process. An overall element score of 0-15 is assigned to the Principal by the evaluator based on data gathered during the observation process and measured using the MPPR Rubric.

### Walk-Through Observations

The principal will be 'shadowed' during a walk-through of a teacher. The Walk Through Observation Form will be completed by the principal and submitted to the Superintendent for review. An overall element score of 0-10 is assigned to the Principal by the evaluator based on data gathered during the Walk Through Observation process and measured using the MPPR Rubric.

### Five Goal Relevant Events or Meetings

The Superintendent will observe a total of five (5) activities in which the principal demonstrates leadership and support relative to one of the goals set by the principal. These events or meetings include, but are not limited to open house, student support team meetings, faculty meetings, data team meetings and assemblies. An overall element score of 0 or 1 is assigned to the Principal by the evaluator based on data gathered during the Goal Relevant Event or Meeting and measured using the MPPR Rubric.

## C. Review of Documents

### Written Observations

The quality of written teacher observations will be evaluated relative to improving student performance. At least five observations (random or selected) will be reviewed by the evaluator. An overall element score of 0-10 is assigned to the Principal by the evaluator based on data presented in the Written Observation Review and measured using the MPPR Rubric.

### Goal Relevant Data Points

Data used to identify and articulate a student performance goal or evaluate the effectiveness of that goal. This data may include, but is not limited to student schedules, aggregate and/or disaggregated student performance results, student report card grades, survey data, attendance reports and data team reports. An overall element score of 0-5 is assigned to the Principal by the evaluator based on information presented and gathered during the Data Review process and measured using the MPPR Rubric.

## D. Self-Reflection/Evaluation

The Self-Reflection/Evaluation (Appendix B, attached) will consist of a narrative summary in which the principal will reflect on their year relative to the MPPR. Each Domain of the MPPR (including the embedded ISLLC 2008 Leadership Standard) is included in this self-reflection. The self-reflection/evaluation will be submitted to the Superintendent and provide the basis for an end-of-year conference focused on summarizing the performance for the year and determining possible goals for the following year. The focus of this process is to promote rich, collegial conversations, improve instructional practices, and increase student learning. An overall element score of 0-5 is assigned to the Principal by the evaluator based on the Self-Reflection/Evaluation process and measured using the MPPR Rubric.

Multiple measures are documented on the Multiple Measures Plan (Appendix A, attached). The Multiple Measures Plan is annotated to Correspond to the MPPR

Domain and component strand to ensure fidelity with the rubric in terms of inter-rater reliability and pedagogical practice.

### **Summative Evaluation**

The Summative Evaluation (see Appendix C, attached) will consist of a narrative summary in which the Superintendent will provide a broad assessment of principal leadership and management actions reflective of the ISLLC 2008 Leadership Standards and the overall body of work submitted by the Principal. Points are not awarded for the Summative Evaluation process. The focus of this process is to provide Principals with timely and effective feedback with emphasis on based promoting rich, collegial conversations, improving instructional practices, and increasing student achievement.

Appendix A  
**Multiple Measures Plan**

Name \_\_\_\_\_  
Building \_\_\_\_\_

Date \_\_\_\_\_  
Position \_\_\_\_\_

Measure	Description (Provide Additional Information as Needed)	Point Value	Completion Date	Points Awarded	Superintendent Approval (Initial)
Goal Setting <i>*MPPR Domain: 1, Cultural, Sustainability</i>		10 points			
Formal Observation Process <i>*MPPR Domain: 2 all attributes</i>		15 points			
Walk Through Observations <i>*MPPR Domain: 2 all attributes</i>		10 points			
Goal Relevant Event or Meeting <i>*MPPR Domain: 1,3,4,5,6</i>		1 point			
Goal Relevant Event or Meeting <i>*MPPR Domain: 1,3,4,5,6</i>		1 point			
Goal Relevant Event or Meeting <i>*MPPR Domain: 1,3,4,5,6</i>		1 point			
Goal Relevant Event or Meeting <i>*MPPR Domain: 1,3,4,5,6</i>		1 point			
Goal Relevant Event or Meeting <i>*MPPR Domain: 1,3,4,5,6</i>		1 point			
Written Observation Review <i>*MPPR Domain: 2, 3, 5</i>		10 points			
Goal Relevant Data Points <i>*MPPR Domain: 1</i>		5 points			
Self Reflection/Evaluation <i>*MPPR Domain: 1, 5, 6</i>		5 points			

*\*MPPR: Multidimensional Principal Performance Rubric*

Total Possible Points: 60

APPENDIX B  
SELF REFLECTION/ EVALUATION REPORT

Principal:

Standard One: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders
Standard Two: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Standard Three: an education leader promotes the success of every student by ensuring management of organization, operations, and resources for a safe, efficient and effective learning environment.
Standard Four: an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
Standard Five: an education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
Standard Six: an education leader promotes the success of every student by understanding, responding to, and influencing the political, social, legal, and cultural context.

APPENDIX C  
SUMMATIVE EVALUATION REPORT

Conference Date: \_\_\_\_\_ Principal: \_\_\_\_\_  
 Conference Location: \_\_\_\_\_ Superintendent: \_\_\_\_\_

Standard One: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders
Standard Two: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Standard Three: an education leader promotes the success of every student by ensuring management of organization, operations, and resources for a safe, efficient and effective learning environment.
Standard Four: an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
Standard Five: an education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
Standard Six: an education leader promotes the success of every student by understanding, responding to, and influencing the political, social, legal, and cultural context.

---

Principal's Signature \_\_\_\_\_ Superintendent's Signature \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_  
 Signature indicates teacher has reviewed this document with the administrator.



## **Principal Improvement Plan**

As described in the New York State APPR Requirements, Part 100 Regulations, the Alden Principal Improvement Plan (PIP) is designed to provide support through communication, discussion and collaboration in the area (s) of significant concern as the result of an annual summative evaluation.

A principal will be required to develop a PIP upon receiving a composite evaluation rating of “Developing” or “Ineffective” through an Annual Professional Performance Review. Alden School District must develop and commence implementation of a PIP for such principal.

The Superintendent and principal will jointly determine the strategies to be taken to improve performance, but it is agreed that the primary responsibility for correction remains with the principal.

While it would be preferable and advantageous to develop the PIP prior to the closing of school, a PIP must be in place by no later than 10 days before the start of the following school year.

The Superintendent and principal will agree on a mutual time-line to improve any noted deficiencies. This timeline shall include benchmarks at the ten, twenty, thirty and forty-week points to assess progress on the PIP.

### **Purpose:**

- improve employee performance;
- provide a targeted assistive process;
- provide specific support;
- provide information to determine tenure

### **PIP Process:**

The Principal Improvement Plan Worksheets will be made available to the principal. They include:

- PIP Worksheet to Identify Areas of Need (Appendix D)
  - Employee completes checklist based on their previous summative evaluation
- Principal Improvement Plan (Appendix E)
  - To be completed by principal and Superintendent
  - a PIP must be in place by no later than 10 days prior to the start of the following school year.
  - Action steps that detail what the employee will do;
- Evidence Log (Appendix F)
  - Principal creates and maintains a compilation of evidence and data to support improvement in each area of need
  - Information can be collected via hard copy or electronically
  - The Principal must produce artifacts to serve as evidence for their improvement

Appendix D  
Principal Improvement Plan Need Identification Worksheet

**Standard 1:** *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

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

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

- Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- Create a comprehensive, rigorous, and coherent curricular program
- Create a personalized and motivating learning environment for students
- Supervise instruction
- Develop assessment and accountability systems to monitor student progress
- Develop the instructional and leadership capacity of staff
- Maximize time spent on quality instruction
- Promote the use of the most effective and appropriate technologies to support teaching and learning
- Monitor and evaluate the impact of the instructional program

**Standard Three:** *an education leader promotes the success of every student by ensuring management of organization, operations, and resources for a safe, efficient and effective learning environment.*

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

**Standard Four:** *an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

- Collect and analyze data and information pertinent to the educational environment
- Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- Build and sustain positive relationships with families and caregivers
- Build and sustain productive relationships with community partners

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

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

**Standard Six:** *an education leader promotes the success of every student by understanding, responding to, and influencing the political, social, legal, and cultural context.*

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

Appendix E  
Principal IMPROVEMENT PLAN  
(To be completed jointly by Principal and Superintendent)

Name \_\_\_\_\_ Building \_\_\_\_\_

TIMELINE FOR PROGRESS	Initial plan (based on PIP worksheet)	10 weeks	20 weeks	30 weeks	40 weeks
Meeting Date:					
Standard Area	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
ACTION STEPS (Provide detailed description)					
Superintendent NOTES EVIDENCE OF PROGRESS					
Principal Comments					

TIMELINE FOR PROGRESS	Initial plan (based on PIP worksheet)	10 weeks	20 weeks	30 weeks	40 weeks
Meeting Date:					
Standard Area	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Superintendent's Comments					
Employee Signature					
Administrator Signature					



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

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

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

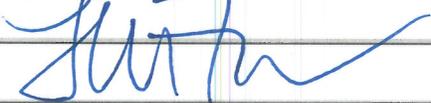
### **The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

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

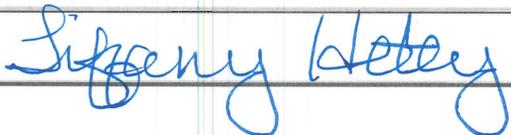
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

**Signatures, dates**

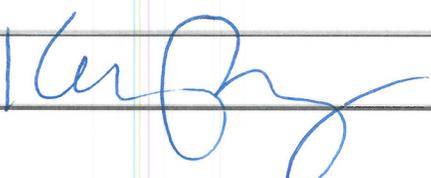
Superintendent Signature:    Date:

 11/29/12

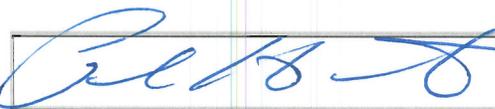
Teachers Union President Signature:    Date:

 11/29/12

Administrative Union President Signature:    Date:

 11/29/12

Board of Education President Signature:    Date:

 11/29/12