



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
89 Washington Ave., Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

December 18, 2012

Richard Calkins, Superintendent
Alfred-Almond Central School District
6795 Route 21
Almond, NY 14804

Dear Superintendent Calkins:

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: Horst G. Graefe

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 Wednesday, September 12, 2012

Updated Wednesday, November 28, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

020101040000

1.2) School District Name:

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

Alfred Almond Central School District

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.

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Sunday, September 16, 2012
Updated Thursday, December 13, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	3rd Grade ELA State Assessment
1	School-or BOCES-wide, group or team results based on State assessments	3rd Grade ELA State Assessment
2	School-or BOCES-wide, group or team results based on State assessments	3rd Grade ELA State Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and administration will collaboratively develop an SLO based on Common Core Standards and student rosters. When baseline information has been established, grade-level/content teacher teams will meet to review the collected data, and establish appropriate and rigorous growth expectations for all students using a differentiated approach.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 75% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 65% and 74% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

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	School-or BOCES-wide, group or team results based on State assessments	3rd grade Math State assessment
1	School-or BOCES-wide, group or team results based on State assessments	3rd grade Math State assessment
2	School-or BOCES-wide, group or team results based on State assessments	3rd grade Math State assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Teachers and administration will collaboratively develop an SLO based on Common Core Standards and student rosters. When baseline information has been established, grade-level/content teacher teams will meet to review the collected data, and establish appropriate and rigorous growth expectations for all students using a differentiated approach.
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 65% and 74% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

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	Alfred Almond District locally developed 6th Grade Life Science Assessment
7	District, regional or BOCES-developed assessment	GST BOCES-developed 7th Grade Life Science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Teachers and administration will collaboratively develop an SLO based on Common Core Standards and student rosters. When baseline information has been established, grade-level/content teacher teams will meet to review the collected data, and establish appropriate and rigorous growth expectations for all students using a differentiated approach.
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 65% and 74% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

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	Alfred Almond District-developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Alfred Almond District-developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Alfred Almond District-developed 8th Grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and administration will collaboratively develop an SLO based on Common Core Standards and student rosters. When baseline information has been established, grade-level/content teacher teams will meet to review the collected data, and establish appropriate and rigorous growth expectations for all students using a differentiated approach.
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Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 65% and 74% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

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	GST BOCES Regionally Decveloped Global 1 Assessment

	Social Studies Regents Courses	Assessment
Global 2	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.	Teachers and administration will collaboratively develop an SLO based on Common Core Standards and student rosters. When baseline information has been established, grade-level/content teacher teams will meet to review the collected data, and establish appropriate and rigorous growth expectations for all students using a differentiated approach.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 75% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 65% and 74% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

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.	Teachers and administration will collaboratively develop an SLO based on Common Core Standards and student rosters. When baseline information has been established, grade-level/content teacher teams will meet to review the collected data, and establish appropriate and rigorous growth expectations for all students using a differentiated
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	approach.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

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.	Teachers and administration will collaboratively develop an SLO based on Common Core Standards and student rosters. When baseline information has been established, grade-level/content teacher teams will meet to review the collected data, and establish appropriate and rigorous growth expectations for all students using a differentiated approach.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

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	GST BOCES Regionally Developed 9th Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	GST BOCES Regionally Developed 10th Grade ELA Assessment
Grade 11 ELA	Regents assessment	English 11 NYS Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and administration will collaboratively develop an SLO based on Common Core Standards and student rosters. When baseline information has been established, grade-level/content teacher teams will meet to review the collected data, and establish appropriate and rigorous growth expectations for all students using a differentiated approach.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

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
Art (K-12)	District, Regional or BOCES-developed	GST BOCES Regionally Developed Elementary (K-4) Art Assessment; GST BOCES Regionally Developed Middle Level (Grades 5-8) Art Assessment; GST BOCES Regionally Developed High School (9-12) Art Assessment

AIS/RTI	State Assessment	ELA State Assessment results for grade level(s) supported
Physical Education (K-12)	District, Regional or BOCES-developed	Alfred Almond Central School District locally developed Elementary Level (K-5) Physical Education Assessment; Alfred Almond Central School District locally developed Middle Level (6-8) Physical Education Assessment; Alfred Almond Central School District locally developed High School Level (9-12) Physical Education Assessment
Foreign Language (French and Spanish 7th-Advance Placement and ACE)	District, Regional or BOCES-developed	GST BOCES Regionally Developed Assessments French and Spanish Middle Level (Grades 5-8) Assessment; GST BOCES Regionally Developed French and Spanish High School (9-12) Assessment
Technology and Computer Skills	District, Regional or BOCES-developed	Alfred Almond Central School District locally developed Technology Assessment Elementary (K-6), Alfred Almond Central School District locally developed Middle Level (7-8) Technology Assessment, Alfred Almond Central School District locally developed High School Level (9-12) Assessment
Home and Careers	District, Regional or BOCES-developed	Alfred Almond Central School District locally developed Home and Career Skills 8th Grade Assessment
Library (K-4)	State Assessment	ELA State Assessments 4
Special Education (K-6)	State Assessment	State Assessments ELA and Math in grade level(s) supported
Special Education (7-8)	State Assessment	State Assessments ELA and Math in grade level(s) supported.
Special Education (9-12)	State Assessment	State Assessments in ELA, Math, Social Studies, and Science
Music Instrumental (Band)	District, Regional or BOCES-developed	GST BOCES Regionally Developed Assessments in Music Instrumental Elementary Level (K-6), Junior/Middle Level (7-8), Senior High Level (9-12)
Music Vocal (Chorus)	District, Regional or BOCES-developed	GST BOCES Regionally Developed Assessments in Music Vocal Elementary (K-6), Junior/Middle High Level (7-8), High School (9-12)
Reading (K-6)	State Assessment	ELA State Assessment(s) in grade level(s) supported
Reading (7-12)	State Assessment	ELA State Assessment(s) in grade level(s) supported

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.	Teachers and administration will collaboratively develop an SLO based on Common Core Standards and student rosters. When baseline information has been established, grade-level/content teacher teams will meet to review the collected data, and establish appropriate and rigorous growth expectations for all students using a differentiated approach.
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If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

2.11) HEDI Tables or Graphics

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

[assets/survey-uploads/5364/177611-TXEttx9bQW/AACS HEDI Chart_2.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.

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Sunday, September 16, 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	NWEA Measures of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress (ELA)

6	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress (ELA)
7	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress (ELA)
8	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress (ELA)

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.	Alfred Almond Central School will be using value-added measures based on NWEA Measures of Academic Progress assessment to calculate teacher level effectiveness ratings for the locally selected measures of student growth in ELA 4-8. Alfred Almond Central School District's analysis will be conducted by the value added research center on NWEA's Measures of Academic Progress assessment. Major modeling decision were decided by a Technical Advisory Panel made up of volunteer districts from across the state.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1

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	NWEA Measures of Academic Progress (Math)
5	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress (Math)
6	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress (Math)

7	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress (Math)
8	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress (Math)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Alfred Almond Central School will be using value-added measures based on NWEA Measures of Academic Progress assessment to calculate teacher level effectiveness ratings for the locally selected measures of student growth in Math 4-8. Alfred Almond Central School District's analysis will be conducted by the value added research center on NWEA's Measures of Academic Progress assessment. Major modeling decision were decided by a Technical Advisory Panel made up of volunteer districts from across the state.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1

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/5139/177720-rhJdBgDruP/AACS HEDI Chart_2.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	5) District, regional, or BOCES–developed assessments	Alfred Almond Locally Developed Assessment for ELA in Kindergarten
1	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress (ELA)

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.	Alfred Almond Central School will be using value-added measures based on NWEA Measures of Academic Progress assessment to calculate teacher level effectiveness ratings for the locally selected measures of student growth in ELA K-3. Alfred Almond Central School District's analysis will be conducted by the value added research center on NWEA's Measures of Academic Progress assessment. Major modeling decision were decided by a Technical Advisory Panel made up of volunteer districts from across the state. For non-NWEA assessments, using data results from pre-assessments, targets for final assessments will be established for each individual student. Based on the number of students who meet the established targets, teacher swill be assigned 20 points within the AACS HEDI Chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9 For non-NWEA assessments, teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. For non-NWEA assessments, teachers receiving this designation will have between 75% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. For non-NWEA assessments, teachers receiving this designation will have between 65% and 74% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1. For non-NWEA assessments, teachers receiving this designation will have fewer than 65% of all the students reaching their target.

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	5) District, regional, or BOCES–developed assessments	Alfred Almond Locally Developed Assessment for Math in Kindergarten
1	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress (Math)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Alfred Almond Central School will be using value-added measures based on NWEA Measures of Academic Progress assessment to calculate teacher level effectiveness ratings for the locally selected measures of student growth in ELA K-3. Alfred Almond Central School District's analysis will be conducted by the value added research center on NWEA's Measures of Academic Progress assessment. Major modeling decision were decided by a Technical Advisory Panel made up of volunteer districts from across the state. For non-NWEA assessments, using data results from pre-assessments, targets for final assessments will be established for each individual student. Based on the number of students who meet the established targets, teacher swill be assigned 20 points within the AACCS HEDI Chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9 For non-NWEA assessments, teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. For non-NWEA assessments, teachers receiving this designation will have between 75% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. For non-NWEA assessments, teachers receiving this designation will have between 65% and 74% of all the students reaching their target.

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

Teachers receiving this designation will have growth scores less than or equal to -2.1. For non-NWEA assessments, teachers receiving this designation will have fewer than 65% of all the students reaching their target.

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	Alfred Almond Locally Developed Assessment for Science Grade 6
7	5) District, regional, or BOCES–developed assessments	Alfred Almond Locally Developed Assessment for Science Grade 7
8	5) District, regional, or BOCES–developed assessments	Alfred Almond Locally Developed Assessment for Science Grade 8

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.

Using data results from pre-assessments, targets for final assessments will be established for each individual student. Based on the number of students who meet the established targets, teacher swill be assigned 20 points within the AACS HEDI Chart.

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

Teachers receiving this designation will have 85% or more of all the students reaching their target.

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

Teachers receiving this designation will have between 75% and 84% of all the students reaching their target.

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

Teachers receiving this designation will have between 65% and 74% of all the students reaching their target.

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

Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

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	Alfred Almond Locally Developed Assessment for Social Studies Grade 6

7	5) District, regional, or BOCES–developed assessments	Alfred Almond Locally Developed Assessment for Social Studies Grade 7
8	5) District, regional, or BOCES–developed assessments	Alfred Almond Locally Developed Assessment for Social Studies Grade 8

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.	Using data results from pre-assessments, targets for final assessments will be established for each individual student. Based on the number of students who meet the established targets, teacher will be assigned 20 points within the AACS HEDI Chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 75% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 65% and 74% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

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	Alfred Almond School District developed Global 1 assessment.
Global 2	5) District, regional, or BOCES–developed assessments	Alfred Almond School District developed Global 2 assessment.
American History	5) District, regional, or BOCES–developed assessments	Alfred Almond School District developed American History assessment.

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.	Using data results from pre-assessments, targets for final assessments will be established for each individual student. Based on the number of students who meet the established targets, teacher swill be assigned 20 points within the AACS HEDI Chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 75% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 65% and 74% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

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	Alfred Almond School District developed Living Environment assessment.
Earth Science	5) District, regional, or BOCES–developed assessments	Alfred Almond School District developed Earth Science assessment.
Chemistry	5) District, regional, or BOCES–developed assessments	Alfred Almond School District developed Chemistry assessment.
Physics	5) District, regional, or BOCES–developed assessments	Alfred Almond School District developed Physics assessment.

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.	Using data results from pre-assessments, targets for final assessments will be established for each individual student. Based on the number of students who meet the established targets, teacher swill be assigned 20 points within the AACCS HEDI Chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 75% and 84% of all the students reaching their target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 65% and 74% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

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	Alfred Almond School District developed Algebra 1 assessment.
Geometry	5) District, regional, or BOCES–developed assessments	Alfred Almond School District developed Geometry assessment.
Algebra 2	5) District, regional, or BOCES–developed assessments	Alfred Almond School District developed Algebra 2 assessment.

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.	Using data results from pre-assessments, targets for final assessments will be established for each individual student. Based on the number of students who meet the established targets, teacher swill be assigned 20 points within the AACCS HEDI Chart.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 75% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 65% and 74% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

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	Alfred Almond School District developed ELA 9 Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Alfred Almond School District developed ELA 10 Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Alfred Almond School District developed ELA 11 assessment.

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.	Using data results from pre-assessments, targets for final assessments will be established for each individual student. Based on the number of students who meet the established targets, teacher swill be assigned 20 points within the AACCS HEDI Chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 75% and 84% of all the students reaching their target.

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

Teachers receiving this designation will have between 65% and 74% of all the students reaching their target.

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

Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

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
Art (K-12)	5) District/regional/BOCES-developed	Alfred Almond District Developed Art performance rubric (focus grade collaboratively determined with administration and teacher based up on grade levels K-3, 4-6, 7-8, and 9-12)
AIS/RTI	4) State-approved 3rd party	NWEA Measures of Academic Progress Assessment (ELA for grade-level specific students served)
Physical Education (K-12)	5) District/regional/BOCES-developed	Alfred Almond District Developed Physical Education performance rubric (focus grade collaboratively determined with administration and teacher based up on grade levels K-3, 4-6, 7-8, and 9-12)
Foreign Language (French and Spanish 7th-Advance Placement and ACE)	5) District/regional/BOCES-developed	Alfred Almond District Developed French and Spanish performance rubric (focus grade collaboratively determined with administration and teacher based upon grade levels 7-8 and 9-12)
Technology and Computer Skills	5) District/regional/BOCES-developed	Alfred Almond District Developed Project Based Learning Rubric (focus course collaboratively determined with administration and teacher based up on grade levels 7-8 and 9-12)
Home and Careers	5) District/regional/BOCES-developed	Alfred Almond District Developed Project Based Learning Rubric (focus course collaboratively determined with administration and teacher grade level 7-8)
Library	4) State-approved 3rd party	NWEA Measures of Academic Progress Assessment (ELA for grade-level specific students served)
Special Education (K-6)	4) State-approved 3rd party	NWEA Measures of Academic Progress Assessment (ELA and/or Math for SWDs served)
Special Education (7-8)	4) State-approved 3rd party	NWEA Measures of Academic Progress Assessment (ELA and/or Math for SWDs served)
Special Education (9-12)	6(ii) School wide measure computed locally	For all Alfred Almond District Developed assessments in grade levels(s) and subject(s) supported in grades 9-12.

Music Instrumental (Band)	5) District/regional/BOCES– eveloped	Alfred Almond District Developed Project Based Learning Rubric (focus course collaboratively determined with administration and teacher for Elementary Band, Junior High Band, and High School Band)
Music Vocal (Chorus)	5) District/regional/BOCES– eveloped	Alfred Almond District Developed Project Based Learning Rubric (focus course collaboratively determined with administration and teacher for Elementary, Junior High and Senior High Chorus)
Reading (K-6)	4) State-approved 3rd party	NWEA Measures of Academic Progress assessment (ELA for grade-level/specific students served)
Reading (7-12)	6(ii) School wide measure computed locally	For all Alfred Almond District Developed assessments in grade levels(s) and subject(s) supported in grades 7-12.

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.	Refer to the description of the NWEA Measures of Academic Progress value added model, as this will apply to some of the listed courses. Teachers and administrators will set a target for the State Assessments, and rubric performance levels based on analysis of prior performance. For non-NWEA assessments, using data results from pre-assessments, targets for final assessments will be established for each individual student. Based on the number of students who meet the established targets, teacher swill be assigned 20 points within the AACS HEDI Chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than .9. Or teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -.9 and less than or equal to .9. Or teachers receiving this designation will have between 75% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -.9. Or teachers receiving this designation will have between 65% and 74% of all the students reaching their target.

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

Teachers receiving this designation will have growth scores less than or equal to -2.1. Or teachers receiving this designation will have fewer than 65% of all the students reaching their target.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/177720-y92vNseFa4/AACS HEDI Chart_3.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.

(No response)

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

The district evaluators will assess the results of each measure separately, and arriving at a HEDI rating and point value using the appropriate chart and measures. In the case of a teacher who has multiple measures, each measure must be weighted proportionally based upon the number of students included in locally selected measures. In the case of MS/HS teachers, and special area teachers, many local assessments are group goals that will be weighted proportionately based on the number of students enrolled in each course/grade level included

The appropriate conversion chart will be used to award the final points.

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)

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4.1) Teacher Practice Rubric

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

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

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

Marzano's Causal Teacher Evaluation Model

Not Applicable

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]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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.

Tenured teachers will be assessed in 5 of the 41 elements in Domain I. These 5 elements will be assessed through formal and information observation process including; post- observation conferences will be included in the formal observation process. Tenured teachers will additionally be assessed in 10 of the 19 elements in Domains 2, 3, and 4. These 10 elements will be assessed through the use of observation (both formal and informal) (See attached conversion table)

Non-Tenured Teachers will be assessed on all of the 60 elements.

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/5091/177728-eka9yMJ855/AACS 60 point conversion_extended.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers whose observation rubric score, when traditional rounding rules are applied, falls within this range have demonstrated overall performance and results which exceed standards. See teacher rubric conversion document attached for an explanation of how points are assigned.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers whose observation rubric score, when traditional rounding rules are applied, falls within this range have demonstrated overall performance and results meet standards. See teacher rubric conversion document (attached) for an explanation of how points are assigned.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers whose observation rubric score, when traditional rounding rules are applied, falls within this range have demonstrated overall performance and results need improvement in order to meet standards. See teacher rubric conversion document (attached) for an explanation of how points are assigned.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers whose observation rubric score, when traditional rounding rules are applied, falls within this range have demonstrated overall performance and results do not meet standards. See teacher conversion rubric document (attached) for an explanation of how points are assigned.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter 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 probationary teachers be done in person, by video, or both?

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/180757-Df0w3Xx5v6/Alfred Almond Teacher Improvement Plan Procedure.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. The Evaluation Appeals Procedure (See Commissioner's Regulation 30-2.6 and 30-2.11):

1. For the purpose of this article, "days" is defined as days when the district office is open.

2. If, due to extenuating circumstances, the teacher is not able to stay within the timeline for any step of an appeal, the parties agree to

Page 2 extend the deadline accordingly. It is understood that the teacher will make every effort to initiate or continue the appeal process in a timely manner. At no time will this process extend past 30 days.

3. Teachers can only appeal composite ratings of “ineffective” or “developing.” This is the only procedure for challenging composite ratings. Under Education Law 3012-c, the following subjects may be appealed:

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

4. A teacher cannot file multiple appeals on the same performance review; thus, all issues must be raised at the time the appeal is filed, or are deemed waived.

5. The teacher bears the burden of proving by substantial evidence that the evaluation should be overturned. All appeals must be commenced and advanced to the next step within the timelines or are deemed waived, and are not subject to review in any other forum.

6. STEP 1: The teacher begins an appeal with the evaluator of record. The teacher must attempt to resolve the appeal informally within ten (10) days of receipt of the composite score through a conference with the lead evaluator.

7. STEP 2: If issues are not resolved to the teacher’s satisfaction through the informal step, the teacher can choose to appeal to the next level, but must do so within five (5) days of the informal conference. The appeal must be submitted in writing to the Superintendent’s office and must include a detailed explanation of the basis for the appeal, including any documents that support the appeal. The evaluator shall be given a copy of the appeal documents and may submit a response within five (5) days of receipt of said copy. The Superintendent’s office will refer the appeal papers to each member of the Evaluation Appeals Committee (EAC) within five (5) days of receiving the response. The EAC is composed of one person selected by the Superintendent, one person selected by the Alfred Almond Teachers’ Association (AATA) and one person jointly selected by the AATA and the Superintendent. The jointly-selected member must be an active NYS certified educator trained in the CORE curriculum and the Marzano Teacher Evaluation rubric. None of the committee members can be the appealing teacher or the evaluator. The EAC will review the paperwork submitted on the appeal and will render a decision to the lead evaluator, the appellant, the AATA President, and the Superintendent within ten (10) days of the written submission. The EAC will reach a decision by an unanimous vote. If the vote is to uphold the appeal, the decision of the evaluator of record is overturned and the EAC will order an adjustment to the teacher’s composite score. If the vote is to deny the appeal, the decision of the evaluator of record stands. If an unanimous vote is not reached, the EAC shall summarize the opposing viewpoints in writing and submit this document to the lead evaluator, the appellant, the AATA President and the Superintendent.

8. STEP 3: If a unanimous vote is not reached, the Superintendent reviews the EAC’s findings and follows with a decision within ten (10) days of receipt of the EAC’s submission.

9. If the Superintendent upholds the appeal, the District will take necessary steps to revise the composite score accordingly. If the Superintendent denies the appeal, the decision of the evaluator of record stands. The decision of the superintendent is final and binding.

10. The Evaluation Appeals Procedure shall sunset on October 1, 2013.

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.

1. The District will certify Lead Evaluators as qualified to conduct teacher evaluations under 3012-c and Commissioner’s Regulation. Lead Evaluators are defined as District administrators. [30-2.9(a)]

2. The District will provide training to Evaluators and Lead Evaluators through the GST BOCES RTTT Evaluator Training program with multiple training dates to be held throughout the 2012-2013 school year. Page 3

3. Through bi-monthly meetings of the Instructional Leadership team, the team of evaluators will continue working to build inter-rater reliability. We will seek out additional opportunities through BOCES and other resources to continue to build this.

4. *The District will continue to provide ongoing training for Evaluators and Lead Evaluators through GST BOCES RTTT Evaluator Training program with multiple offerings throughout the school year working on more advanced levels of the nine components under 3012-c of Commissioner's Regulation as well as more in-depth work toward interrater reliability.*

5. *Our BOE will re-certify each evaluator every year.*

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 Sunday, September 16, 2012

Updated Wednesday, November 28, 2012

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

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

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

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

Pre K-6
7-12
(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

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.	n/a
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	n/a
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	n/a
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	n/a
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	n/a

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Sunday, September 23, 2012
Updated Thursday, December 13, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
PreK-6	(d) measures used by district for teacher evaluation	NWEA Measures of Academic Progress (Primary grades, ELA, and Math 3-6)
7-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	Four year graduation rate for district students

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.	An average of the students' Measures of Academic Progress Value Added scores on ELA and Math MAP Assessment will be used for the PreK-6 Principal's measure resulting in a growth score. The 7-12 Principal's target % for the 4 year graduation rate will be set by the District Superintendent.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A PreK-6 principal will need to have an average growth score on the Measures of Progress assessments that is greater than 0.9. A MS/HS principal will need to have a percentage of 4 year HS graduates greater than or equal to 91%.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A PreK-6 principal will need to have an average growth score on the Measures of Academic Progress assessments that is greater than -0.9 and less than or equal to 0.9. A MS/HS principal will need to have a percentage of 4 year HS

graduates between 82% and 90%.

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

A PreK-6 principal will need to have an average growth score on the Measures of Academic Progress assessments that is greater than -2.1 and less than or equal to -0.9
A MS/HS principal will need to have a percentage of 4 year HS graduates between 65% and 81%

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

A PreK-6 principal will need to have an average growth score on the Measures of Academic Progress assessments that is less than or equal to -2.1.
A MS/HS principal will need to have a percentage of 4 year HS graduates less than 64%.

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

(No response)

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

(No response)

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment

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.	n/a
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a

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/5366/180768-T8MIGWUVm1/AACS HEDI Chart Principal.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.

none

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.

For principals with multiple locally selected measures, each locally selected measure goal will be weighted proportionately based on the number of students in each grade level and converted using the appropriate conversion chart.

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 Sunday, September 23, 2012
Updated Thursday, November 29, 2012

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9.1) Principal Practice Rubric

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

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

Marzano's School Administrator Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	Checked
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	Checked
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	Checked
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	Checked
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	Checked

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.

Each of the Domains in the Marzano's School Administrators Rubric has been assigned a portion of the 60 possible points.

Domain 1: A Data Driven Focus on Student Achievement = 15 points.

Domain 2: Continuous Improvement of Instruction = 15 points.

Domain 3: A Guaranteed and Viable Curriculum = 10 points.

Domain 4: Cooperation and Collaboration = 10 points.

Domain 5: School Climate = 10 points

For each Domain:

**Add points for each dimension of the Domain together from the rubric. (Domain 1 is worth a total of 20 points, Domain 2 is worth a total of 20 points, Domain 3 is worth a total of 12 points, Domain 4 is worth a total of 20 points, and Domain 5 is worth a total of 16 points)*

**Take total points divide by total number of points for that specific dimensions to get an average score for that Domain.*

**Multiply percentage by total possible weighted points in that domain to get the total points earned for that domain.*

Add the five domain scores together, for a total of 60 possible points.

Example Principal Score -

Domain 1 - $18/20 = .9 \times 15 = 13.5$ weighted points/15 total

Domain 2 - $17/20 = .85 \times 15 = 12.75$ weighted points/15 total

Domain 3 - $9/12 = .75 \times 10 = 7.5$ weighted points/10 total

Domain 4 - $16/20 = .8 \times 10 = 8$ weighted points/10 total

Domain 5 - $20/20 = 1 \times 10 = 10$ weighted points/10 total

Total weighted points = 51.75 (following standard rounding rules) = 52/60 which corresponds with the EFFECTIVE.

The five values of the Marzano scale are Innovating, Applying, Developing, Beginning, and Not Using.

The categories can convert easily to New York State's rating categories as follows:

Innovating = Highly Effective

Applying = Effective

Beginning and Developing = Developing

Not Using = Ineffective

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	Principals in this category consistently exceed the district's expectations and over the multiple visits to the school building are observed to be Highly Effective in the Domains of the Marzano's School Administrators Rubric.
Effective: Overall performance and results meet standards.	Principals in this category meet the district's expectations and over the multiple visits to the school building are observed to be Effective in the Domains of the Marzano's School Administrators Rubric.
Developing: Overall performance and results need improvement in order to meet standards.	Principals in this category experience some difficulty in meeting the district's expectations and over the multiple visits to the school building are observed to be Developing in the Domains of the Marzano's School Administrators Rubric.
Ineffective: Overall performance and results do not meet standards.	Principals in this category are not meeting the district's expectations and over the multiple visits to the school building are observed to be Ineffective in the Domains of the Marzano's School Administrators Rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57-60
Effective	45-56
Developing	18-44
Ineffective	0-17

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Sunday, September 23, 2012

Updated Monday, October 01, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

Overall performance and results need improvement in order to meet ISLLC leadership standards.

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	57-60
Effective	45-56
Developing	18-44
Ineffective	0-17

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Sunday, September 23, 2012
Updated Thursday, November 29, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/180808-Df0w3Xx5v6/AACS PIP and Procedures.doc](#)

11.3) Appeals Process

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

- (1) the substance of the annual professional performance review

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

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

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

The Evaluation Appeals Procedure (See Commissioner's Regulation 30-2.6 and 30-2.11):

1. Should the principal have a concern with any feedback provided, he/she will schedule a meeting with the Superintendent within 5 business days of receiving the feedback.
2. Principal may only file an appeal if her/his overall composite score is within the developing or ineffective range. Page 1

3. *Written appeal must be filed within five (5) working days of receiving the composite score/rating.*

4. *Superintendent will meet with principal within ten (10) days of receiving the appeal to see if the issue can be informally resolved. Administrator may bring one other administrator to the meeting.*

5. *If appeal cannot be resolved, it will be referred to Board of Education President within five (5) working days of when the appeal has been received. The Board of Education President will have a formal conference within ten (10) days of the referral. A written decision will be rendered no later than fifteen (15) calendar days following this meeting. This decision will be final.*

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.

Throughout 2011-12 and over the summer of 2012, our evaluators received a blend of trainings, predominantly through GST BOCES. The GST BOCES courses include training in all nine required components of the New York State Commissioner's Regulations §30-2.9 taught by members of our RTTT Network Team who attend the Network Team Institutes sponsored by NYSED in Albany and turnkey them locally.

Additionally, we have and will continue to participate in webinars and workshops from other resources, such as NYSED, NYSCOSS. Our evaluators participate in the trainings we offer our teaching staff on the rubric we have selected. Our evaluators all have access to the professional development resources available through Danielson and continue to work as a team to maintain inter-rater reliability in bi-weekly practice sessions. Deeper understanding is provided through training infused in the regional Superintendent's Council Meetings, Principal's Meetings, regional trainings on components of the APPR system through our RTTT Network Team, and our own administrative council meetings.

GST BOCES will continue offering more training on the APPR system as NYSED resources become available. Our evaluators will participate in those trainings.

We will work toward inter-rater reliability within our own team by working together on evaluations and sample lessons.

Any new evaluators hired throughout the year will attend trainings offered by GST BOCES and also participate in the ongoing training our whole administrative team participates in.

All of our evaluators will be certified by our Board of Education. Our BOE certified current evaluators at our May 2012 BOE meeting and we will continue to recertify our evaluators annually.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, October 01, 2012

Updated Tuesday, December 18, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/185034-3Uqgn5g9Iu/AACS Signature Page APPR 12:17_1.pdf](assets/survey-uploads/5581/185034-3Uqgn5g9Iu/AACS%20Signature%20Page%20APPR%2012:17_1.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.

Alfred-Almond Central School District SLO and Goal Determinations

APPR Sections 2 & 3

Teachers will develop an SLO based on student rosters, course enrollment, and Common Core Standards. When baseline information has been established for High School ELA, teachers will meet as a content department to review the collected data, and establish appropriate and rigorous growth expectations for students using a differentiated approach.

The SLOs and goals measuring achievement will read: “85% or more of all the students reaching their target based on the Target Expectations Table.”

The SLOs and goals measuring growth will read: “85% of the students will meet the district’s baseline level of performance based upon the Target Expectations Table.”

Alfred-Almond Central School District’s Target Expectations of Student Growth from Baseline through Target Assessments				
Starting/Ending Performance	End: 1 st Quartile	End 2: 2 nd Quartile	End 3: 3 rd Quartile	End 4: 4 th Quartile
Start 1: 1 st Quartile	NO	YES	YES	YES
Start 2: 2 nd Quartile	NO	NO	YES	YES
Start 3: 3 rd Quartile	NO	NO	YES	YES
Start 4: 4 th Quartile	NO	NO	YES	YES

(To determine the quartiles, take the raw score of the target assessment, and divide by 4 to establish the first quartile, second quartile, etc.). See example 1 for how to determine start/end points for assessments scored on four performance ranges that cannot be divided into quartiles. The starting and ending points will be listed on the SLO templates when using this growth format.

After calculating the percentage of students meeting the goal will be determined and we will assign points per the charts below; the SLO is worth 20 points or 15 points according to the section of the APPR plan that is being referenced.

20 point Chart (Non-NWEA Assessments)

Rating Points	Ineffective 0-2 Points	Developing 3-8 Points	Effective 9-17 Points	Highly Effective 18-20 Points
Percentage of students whose progress meets targeted expectations.	64% or below of students meet target	65-74% of students meet target	75-84% of students meet target	85-100% of students meet target
	0-20% = 0 pts 21-40% = 1 pts 41-64% = 2 pts	65-66% = 3 pts 67-68% = 4 pts 69-70% = 5 pts 71-72% = 6 pts 73% = 7 pts 74% = 8 pts	75% = 9 pts 76% = 10 pts 77% = 11 pts 78% = 12 pts 79% = 13 pts 80% = 14 pts 81% = 15 pts 82% = 16 pts 83-84% = 17 pts	85-89%= 18 pts 90-95% = 19 pts 96-100% = 20 pts

20 Point Chart for NWEA Assessments

Rating Points	Ineffective 0-2 Points	Developing 3-8 Points	Effective 9-17 Points	Highly Effective 18-20 Points
<p>An average of the students' Measures of Academic Progress Value Added scores on MAP Assessments will be used for the teacher's measure resulting in a growth score. With the target determined by teacher and administration.</p>	<p>Teachers receiving this designation will have growth scores less than or equal to -2.1</p> <p>-2.3 or below = 0 pts -2.2 = 1 pts -2.1 = 2 pts</p>	<p>Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9</p> <p>-2.0 = 3 pts -1.9 to -1.8 = 4 pts -1.7 to -1.6 = 5 pts -1.5 to -1.4 = 6 pts -1.3 to -1.2 = 7 pts -1.1 to -0.9 = 8 pts</p>	<p>Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9</p> <p>0.0 = 9 pts 0.1 = 10 pts 0.2 = 11 pts 0.3 = 12 pts 0.4 = 13 pts 0.5 = 14 pts 0.6 = 15 pts 0.7 = 16 pts 0.8 to 0.9 = 17 pts</p>	<p>Teachers receiving this designation will have growth scores greater than 0.9</p> <p>1.0 = 18 pts 1.1 = 19 pts 1.2 or above = 20 pts</p>

15 Point Chart (Non-NWEA Assessments)

Rating Points	Ineffective 0-2 Points	Developing 3-7Points	Effective 8-13 Points	Highly Effective 14-15 Points
<p>Percentage of students whose progress meets targeted expectations.</p>	<p>64% or below of students meet target</p> <p>0-19% = 0 pts 20-39% = 1 pts 40-64% = 2 pts</p>	<p>65-74% of students meet target</p> <p>65-66% = 3 pts 67-68% = 4 pts 69-70% = 5 pts 71-72% = 6 pts 73-74% = 7 pts</p>	<p>75-84% of students meet target</p> <p>75-76% = 8 pts 77-78% = 9 pts 79-80% = 10 pts 81-82% = 11 pts 83% = 12 pts 84% = 13 pts</p>	<p>85-100% of students meet target</p> <p>85-92% = 14 pts 93-100% = 15 pts</p>

15 Point HEDI Chart for NWEA Assessments

Rating Points	Ineffective 0-2 Points	Developing 3-7 Points	Effective 8-13 Points	Highly Effective 14-15 Points
<p>An average of the students' Measures of Academic Progress Value Added scores on MAP Assessments will be used for the teacher's measure resulting in a growth score. With the target established by the teacher and administration.</p>	<p>Teachers receiving this designation will have growth scores less than or equal to -2.1</p> <p>-2.3 or below = 0 pts -2.2 = 1 pts -2.1 = 2 pts</p>	<p>Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9</p> <p>-2.0 = 3 pts -1.9 to -1.6 = 4 pts -1.5 to -1.3 = 5 pts -1.2 to -1.0 = 6 pts -0.9 = 7 pts</p>	<p>Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9</p> <p>0.0 to 0.1 = 8 pts 0.2 to 0.3 = 9 pts 0.3 to 0.4 = 10 pts 0.5 to 0.6 = 11 pts 0.7 to 0.8 = 12 pts 0.9 = 13 pts</p>	<p>Teachers receiving this designation will have growth scores greater than 0.9</p> <p>1.0 to 1.1 = 14 pts 1.2 or above = 15 pts</p>

Examples of Various Starting/Ending Points for Growth SLOs

When assessments are scored as intensive, strategic, on-level, or beyond grade level scale:

- Start/End 1= intensive
- Start/End 2= strategic
- Start/End 3= on-level
- Start/End 4= beyond grade level

When assessments are both scored on a 100 point scale:

- Start/End 1= 0-25 on a 100 point scale
- Start/End 2= 26-50 on a 100 point scale
- Start/End 3= 51-75 on a 100 point scale
- Start/End 4= 76-100 on a 100 point scale

When beginning assessments are scored on a 100 point scale and the end of the year target assessment is scored on a 4 point scale:

- Start 1= 0-25; End 1= 1
- Start 2= 26-50; End 2= 2
- Start 3= 51-84; End 3= 3
- Start 4= 85-100; End 4= 4

When both assessments are scored on a 4 point scale:

Start/End 1= Level 1 on a 4 point scale

Start/End 2= Level 2 on a 4 point scale

Start/End 3= Level 3 on a 4 point scale

Start/End 4= Level 4 on a 4 point scale

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APPR Sections 2 & 3

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Start 2: 2 nd Quartile	NO	NO	YES	YES
Start 3: 3 rd Quartile	NO	NO	YES	YES
Start 4: 4 th Quartile	NO	NO	YES	YES

(To determine the quartiles, take the raw score of the target assessment, and divide by 4 to establish the first quartile, second quartile, etc.). See example 1 for how to determine start/end points for assessments scored on four performance ranges that cannot be divided into quartiles. The starting and ending points will be listed on the SLO templates when using this growth format.

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	64% or below of students meet target	65-74% of students meet target	75-84% of students meet target	85-100% of students meet target
Percentage of students whose progress meets targeted expectations.	0-20% = 0 pts 21-40% = 1 pts 41-64% = 2 pts	65-66% = 3 pts 67-68% = 4 pts 69-70% = 5 pts 71-72% = 6 pts 73% = 7 pts 74% = 8 pts	75% = 9 pts 76% = 10 pts 77% = 11 pts 78% = 12 pts 79% = 13 pts 80% = 14 pts 81% = 15 pts 82% = 16 pts 83-84% = 17 pts	85-89%= 18 pts 90-95% = 19 pts 96-100% = 20 pts

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15 Point Chart (Non-NWEA Assessments)

Rating Points	Ineffective 0-2 Points	Developing 3-7Points	Effective 8-13 Points	Highly Effective 14-15 Points
<p>Percentage of students whose progress meets targeted expectations.</p>	<p>64% or below of students meet target</p> <p>0-19% = 0 pts 20-39% = 1 pts 40-64% = 2 pts</p>	<p>65-74% of students meet target</p> <p>65-66% = 3 pts 67-68% = 4 pts 69-70% = 5 pts 71-72% = 6 pts 73-74% = 7 pts</p>	<p>75-84% of students meet target</p> <p>75-76% = 8 pts 77-78% = 9 pts 79-80% = 10 pts 81-82% = 11 pts 83% = 12 pts 84% = 13 pts</p>	<p>85-100% of students meet target</p> <p>85-92% = 14 pts 93-100% = 15 pts</p>

15 Point HEDI Chart for NWEA Assessments

Rating Points	Ineffective 0-2 Points	Developing 3-7 Points	Effective 8-13 Points	Highly Effective 14-15 Points
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- Start/End 4= 76-100 on a 100 point scale

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- Start 3= 51-84; End 3= 3
- Start 4= 85-100; End 4= 4

When both assessments are scored on a 4 point scale:

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Start/End 2= Level 2 on a 4 point scale

Start/End 3= Level 3 on a 4 point scale

Start/End 4= Level 4 on a 4 point scale

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APPR Sections 2 & 3

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Start 3: 3 rd Quartile	NO	NO	YES	YES
Start 4: 4 th Quartile	NO	NO	YES	YES

(To determine the quartiles, take the raw score of the target assessment, and divide by 4 to establish the first quartile, second quartile, etc.). See example 1 for how to determine start/end points for assessments scored on four performance ranges that cannot be divided into quartiles. The starting and ending points will be listed on the SLO templates when using this growth format.

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15 Point Chart (Non-NWEA Assessments)

Rating Points	Ineffective 0-2 Points	Developing 3-7Points	Effective 8-13 Points	Highly Effective 14-15 Points
<p>Percentage of students whose progress meets targeted expectations.</p>	<p>64% or below of students meet target</p> <p>0-19% = 0 pts 20-39% = 1 pts 40-64% = 2 pts</p>	<p>65-74% of students meet target</p> <p>65-66% = 3 pts 67-68% = 4 pts 69-70% = 5 pts 71-72% = 6 pts 73-74% = 7 pts</p>	<p>75-84% of students meet target</p> <p>75-76% = 8 pts 77-78% = 9 pts 79-80% = 10 pts 81-82% = 11 pts 83% = 12 pts 84% = 13 pts</p>	<p>85-100% of students meet target</p> <p>85-92% = 14 pts 93-100% = 15 pts</p>

15 Point HEDI Chart for NWEA Assessments

Rating Points	Ineffective 0-2 Points	Developing 3-7 Points	Effective 8-13 Points	Highly Effective 14-15 Points
<p>An average of the students' Measures of Academic Progress Value Added scores on MAP Assessments will be used for the teacher's measure resulting in a growth score. With the target established by the teacher and administration.</p>	<p>Teachers receiving this designation will have growth scores less than or equal to -2.1</p> <p>-2.3 or below = 0 pts -2.2 = 1 pts -2.1 = 2 pts</p>	<p>Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9</p> <p>-2.0 = 3 pts -1.9 to -1.6 = 4 pts -1.5 to -1.3 = 5 pts -1.2 to -1.0 = 6 pts -0.9 = 7 pts</p>	<p>Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9</p> <p>0.0 to 0.1 = 8 pts 0.2 to 0.3 = 9 pts 0.3 to 0.4 = 10 pts 0.5 to 0.6 = 11 pts 0.7 to 0.8 = 12 pts 0.9 = 13 pts</p>	<p>Teachers receiving this designation will have growth scores greater than 0.9</p> <p>1.0 to 1.1 = 14 pts 1.2 or above = 15 pts</p>

Examples of Various Starting/Ending Points for Growth SLOs

When assessments are scored as intensive, strategic, on-level, or beyond grade level scale:

- Start/End 1= intensive
- Start/End 2= strategic
- Start/End 3= on-level
- Start/End 4= beyond grade level

When assessments are both scored on a 100 point scale:

- Start/End 1= 0-25 on a 100 point scale
- Start/End 2= 26-50 on a 100 point scale
- Start/End 3= 51-75 on a 100 point scale
- Start/End 4= 76-100 on a 100 point scale

When beginning assessments are scored on a 100 point scale and the end of the year target assessment is scored on a 4 point scale:

- Start 1= 0-25; End 1= 1
- Start 2= 26-50; End 2= 2
- Start 3= 51-84; End 3= 3
- Start 4= 85-100; End 4= 4

When both assessments are scored on a 4 point scale:

Start/End 1= Level 1 on a 4 point scale

Start/End 2= Level 2 on a 4 point scale

Start/End 3= Level 3 on a 4 point scale

Start/End 4= Level 4 on a 4 point scale

Scoring Methodology for the 60% Teacher Effects

NYSUT recommends the outcomes/scores of the 60% Teacher Effects be tied to an average rubric score from 1-4. Using these standard scores will make the conversion to a rating easier to understand and compute.

Converting points to a rating

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

Calculating Steps

- Taking into account the SED preset scales for the other two sub-components and the composite scores, NYSUT calculated the scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.
- Once these sub-component scale scores were determined, NYSUT calculated how much each rubric score category of 1-4 would be worth, based on the number of points within each category. For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score. SED requires that all points 0-60 are reachable, so the rubric scores in the Ineffective range were expanded in order to accommodate all of the possible scores 0-49. Each category conversion was calculated based on the possible number of rubric scores and the number of sub-component points within each category.

Teacher Effects Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

NYSUT TED Rubric Example

Assessment of Teacher Effectiveness Standard	Observation #1 and Evidence Score	Observation #2 and Evidence Score	Observation #3 and Evidence Score
Standard 1 Knowledge of Student and Student Learning	3		4
Standard 2 Knowledge of Content and Instructional Planning	4		
Standard 3 Instructional Practice	3		3
Standard 4 Learning Environment		3	
Standard 5 Assessment for Student Learning	2		4
Standard 6 Professional Responsibilities and Collaboration			3
Standard 7 Professional Growth			2
Subtotal of observation and evidence column	12	3	16
Divide by the number of standards evaluated in each column	$12/4 = 3$	$3/1 = 3$	$16/5 = 3.2$
Average the final scores	$9.2/3 = 3.06$		
Total score of Professional Practice 1-4 Rating	3.06		
HEDI Rating	Effective		
Sub-component score	58		

**Rubrics for Enhancing Professional Practice: A Framework for Teaching
Danielson Rubric**

Danielson Performance Level	SED Performance Level	Rating
Unsatisfactory	Ineffective	1
Basic	Developing	2
Proficient	Effective	3
Distinguished	Highly Effective	4

Assessment of teacher effectiveness	Observation/Evidence	
Domain Scores	Average	Weighting
Domain 1 Planning and Preparation	2.4	13% = 0.3
Domain 2 The Classroom Environment	3.1	21% = 0.6
Domain 3 Instruction	2.6	21% = 0.5
Domain 4 Professional Responsibilities	2.1	13% = 0.3
Other Evidence	3.4	33%=1.1
Subtotal	13.6	2.9
Divide by the number of Domains/evidence	$13.6/5 = 2.7$	
Final score	2.7	2.9
	Not Weighted	Weighted
HEDI Rating	Effective	Effective
Sub-component score (using conversion chart)	57.4	57.8

Marzano / iObservation

Assessment of Teacher Effectiveness Domain	Domain Score	Domain Weighting*
Domain 1 Classroom Strategies and Behaviors (41 Elements)	3	68% = 2.4
Domain 2 Planning and Preparing for Lessons and Units (8 Elements)	4	14% = .56
Domain 3 Reflecting on Teaching (5 Elements)	2	8% = .16
Domain 4 Collegiality and Professionalism (6 Elements)	1	10% = 0.1
Total Rubric Score		2.86
HEDI Rating	Effective	
Sub-Component Score (Using conversion chart)	57.7	

*Marzano recommended weighting

Kim Marshall Rubric Example

Assessment of Teacher Effectiveness Domain	Domain Score Based on Average of Criteria Scores
Domain 1 A. Planning and Preparation of Learning (10 Criteria)	3.4
Domain 2 B. Classroom Management (10 Criteria)	3.5
Domain 3 C. Delivery of Instruction (10 Criteria)	3.7
Domain 4 D. Monitoring, Assessment, and Follow-up (10 Criteria)	3
Domain 5 E. Family and Community Outreach (10 Criteria)	2.9
Domain 6 F. Professional Responsibilities (10 Criteria)	3.6
Total Rubric Score	20.1 / 6 = 3.35
HEDI Rating	Effective
Sub-Component Score (Using conversion chart)	58.8

Appendix D **Teacher Improvement Plan**

Upon receiving a rating of “developing” or “ineffective”, a teacher shall be provided with a TIP. The TIP shall be provided as soon as practicable, but in no case later than ten calendar days after the date on which teachers are required to report prior to the opening of the classes for the school year. The sole and exclusive purpose of a TIP is the improvement of teaching practice and shall not be construed as a disciplinary action. The TIP shall be developed in consultation with the teacher and Association representation shall be afforded at the teacher’s written request to the evaluator.

A TIP shall clearly specify:

- Goal/Objective(s);
- Action Plan;
- Specific Performance Indicators;
- Support/Resources Available;
- Timeline (minimum of 10 weeks up to 1 school year)
- Review Dates

Teachers who fail to demonstrate acceptable progress as identified in their individual TIP for two consecutive years can be terminated regardless of tenure status in accordance with Education Law 3012-C.

Required Evaluation Training and Certification:

Each district evaluator and lead evaluator will be required to complete evaluation training compliant with the 3012-c Education Law and become certified. Each district evaluator and lead evaluator must attend annual refresher training. A copy of the certification and log of refresher training will be maintained on file in the district office.

Process for reporting Teacher/Student Course Linkage:

The district plans to use the current student data and personnel management software systems to establish and track the teacher/student course linkage as required by law and will be uploaded to NYSED on a regular basis. Teachers should review teacher/student/course linkage data regularly. Prior to state assessments, teachers will be required to formally review the linkage data and certify that the data is accurate (see attached verification form).

Process for reporting the Teacher Composite Score/Ratings:

The district plans to use the current personnel management system to record and upload annual teacher composite scores and ratings as required by law when the NYSED system is ready to receive it. Until then, scores will be stored on a spreadsheet in the district office.

Selection of SED Approved Teacher Evaluation Rubric:

The Superintendent of Schools and the Alfred Almond Teachers Association Negotiating Committee have selected the Marzano Art and Science of Teaching Framework and associated rubrics for use as the measurement tool used in teacher evaluation as required by Education Law 3012-C.

4. How can the administrator or other school personnel help you in achieving your goal?

Assignment of mentor teacher? Yes No

The teacher, evaluator, mentor(if applicable) and an Association representative (if requested by the teacher) shall meet _____ to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP will be modified accordingly.

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

AATA Rep Signature: _____ Date: _____
(if requested)

**Alfred Almond Central School
Teacher Improvement Plan**

Meeting Date: _____

Evaluator Comments:

Teacher Comments:



Meeting Date: _____

Evaluator Comments:

Teacher Comments:

Recommendation for Results of TIP

_____ The teacher has met the performance goals identified through the TIP.

_____ The teacher has not met the performance goals.

Next Steps:

Evaluator Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

*Teachers signature does not constitute agreement but merely signifies that s/he has examined and discussed the materials with the evaluator.

Alfred-Almond Central School District HEDI Chart for High School Principal Evaluation

APPR Section 8

An average of the students' Measures of Academic Progress Value Added scores on ELA and Math MAP Assessment will be used for the Pre K-6 Principal's measure resulting in a growth score. ***The 7-12 Principal's target % for the 4 year graduation rate will be set by the District Superintendent.***

15 Point Chart For 7-12 Principal

Rating Points	Ineffective 0-2 Points	Developing 3-7 Points	Effective 8-13 Points	Highly Effective 14-15 Points
	49% or below of students meet target	50-81% of students meet target	82-90% of students meet target	91-100% of students meet target
Percentage of high school students who met graduation expectations.	0-29% = 0 pts 30-39% = 1 pts 40-49% = 2 pts	50-59% = 3 points 60-64% = 4 points 65-72% = 5 pts 73--78% = 6 pts 79-81% = 7 pts	82-83% = 8 pts 84-85% = 9 pts 86-88% = 10 pts 89-90% = 11 pts	91-92% = 12 pts 93-94% = 13 pts 95-96% = 14 pts 97-100% = 15 pts

15 Point Chart For Elementary Principal

Rating Points	Ineffective 0-2 Points	Developing 3-7 Points	Effective 8-13 Points	Highly Effective 14-15 Points
	A Principal receiving this designation will have growth scores less than or equal to -2.1	A Principal receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9	A Principal receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9	A Principal receiving this designation will have growth scores greater than 0.9
An average of the students' Measures of Academic Progress Value Added scores on ELA and Math MAP Assessment will be used for the PreK-6 Principal's measure resulting in a growth score. With the target established by the School Superintendent.	-2.3 or below = 0 pts -2.2 = 1 pts -2.1 = 2 pts	-2.0 = 3 pts -1.9 to -1.6 = 4 pts -1.5 to -1.3 = 5 pts -1.2 to -1.0 = 6 pts -0.9 = 7 pts	0.0 to 0.1= 8 pts 0.2 to 0.3 = 9 pts 0.3 to 0.4 = 10 pts 0.5 to 0.6 = 11 pts 0.7 to 0.8 = 12 pts 0.9 = 13 pts	1.0 to 1.1=14 pts 1.2 or above = 15 pts

AACS Principal Improvement Plan

The Principal Improvement Plan (PIP) is designed to provide support through communication, discussion and collaboration in the area (s) of significant concern. The Superintendent and administrator will jointly determine the strategies to be taken to overcome the deficiencies, but it is agreed that the primary responsibility for correction of the deficiencies remains with the administrator. The Superintendent and administrator will agree on a mutual time-line to improve any noted deficiencies.

The purpose of the PIP is to:

- improve performance;
- provide targeted, intensive assistance process;
- provide additional support; which may include professional development
- provide information to determine tenure

Referral to PIP:

1. It is agreed that a PIP be developed as early in the school year as reasonable. However, an administrator can be recommended for a PIP component at any time during the year or when the concerns are such that an overall composite score of *ineffective* or *developing score* is calculated on the *Principal Summative Evaluation*. *PIPs as a result of an ineffective or developing rating on the APPR must be completed and initiated no later than 10 days after the beginning of the school year.*

A probationary administrator, who is disciplined, dismissed, not renewed, or denied tenure, based in whole or part upon classroom performance or any other factor measured by the APPR, shall have the right to appeal such action through the APPR Appeals procedure.

2. The Superintendent will notify the administrator in writing describing the areas of concern as they relate to proficiency in demonstrating performance levels as outlined in the Marzano's School Administrator Rubric.
3. The Superintendent and administrator will meet to address the concerns, complete PIP worksheet (Appendix C) and begin implementation.
4. The administrator will participate in a year end summative review. The administrator must obtain at least an effective rating on the composite score. If an overall composite score is not at the *effective* or *highly effective* rating, the administrator will continue to have a PIP for the following year.
5. The administrator must satisfactorily complete the action steps and demonstrate he/she has successfully met the criteria outlined in the PIP.

Alfred Almond Central School

Principal Improvement Plan

(To be completed jointly by principal and superintendent)

Name _____

Academic Year _____

Deficiencies/Areas of Concern:

Improvement Goals/Outcomes:

Action Steps/Activities- Including Timeline for Completion:

Evidence to be Provided for Goal Achievement:

Principal Comments:

Superintendent Comments:

Principal Signature: _____ Date: _____

Superintendent Signature: _____ Date: _____

End of the year review: (check all that apply)

- _____ Principal has successfully met criteria outlined in the PIP.
- _____ Principal has not successfully met criteria outlined in the PIP.
- _____ Principal has received a composite score of effective or better
- _____ Principal has not received a composite score of effective or better.

Principal Signature: _____ Date: _____

Superintendent Signature: _____ Date: _____

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 12/14/12

Paul R. Allen

Teachers Union President Signature: Date: 12/17/12

David J. Brady

Administrative Union President Signature: Date:

Steven M. Ben-Tuy 12/17/12

Board of Education President Signature: Date:

Earl E. Price 12-17-12