



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 Avenue, Room 111  
Albany, New York 12234

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

August 7, 2014

**Revised**

Dr. Karen Geelan, Superintendent  
Allegheny-Limestone Central School District  
3131 Five Mile Road  
Allegheny, New York 14706

Dear Superintendent Geelan:

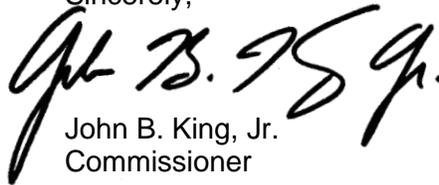
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Lynda Quick

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, June 24, 2013

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 040302060000

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

040302060000

#### 1.2) School District Name: ALLEGANY-LIMESTONE CSD

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

ALLEGANY-LIMESTONE CSD

#### 1.3) Assurances

Please check all of the boxes below:

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

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

## 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Monday, July 07, 2014

### 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 where there is no State-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See Guidance for more detail on teachers with State-provided measures AND SLOs.)

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

#### 2.1) Assurances

Please check the boxes below:

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.	Checked

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

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3<sup>rd</sup> 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 3<sup>rd</sup> party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	ALCS Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	ALCS Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	ALCS Developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Analyzing baseline data, teachers will establish individual growth targets for each student with the approval of the principal.

The SLO is submitted to the principal for first approval, then by the district SLO administrative panel for final approval.

HEDI points will be assigned based on the percentage of students meeting or exceeding the targets.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of the students meet the teacher's approved SLO target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-84% of the students meet the teacher's approved SLO target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	21-64% of the students meet the teacher's approved SLO target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-20% of the students meet the teacher's approved SLO 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	District, regional, or BOCES-developed assessment	ALCS Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	ALCS Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	ALCS Developed Grade 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Analyzing baseline data, teachers will establish individual growth targets for each student with the approval of the principal.  The SLO is submitted to the principal for first approval, then by the district SLO administrative panel for final approval.  HEDI points will be assigned based on the percentage of students meeting or exceeding the targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of the students meet the teacher's approved SLO target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-84% of the students meet the teacher's approved SLO target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	21-64% of the students meet the teacher's approved SLO target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-20% of the students meet the teacher's approved SLO 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	ALCS Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	ALCS Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Analyzing baseline data, teachers will establish individual growth targets for each student with the approval of the principal.  The SLO is submitted to the principal for first approval, then by the district SLO administrative panel for final approval.  HEDI points will be assigned based on the percentage of students meeting or exceeding the targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of the students meet the teacher's approved SLO target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-84% of the students meet the teacher's approved SLO target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	21-64% of the students meet the teacher's approved SLO target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-20% of the students meet the teacher's approved SLO 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	ALCS Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	ALCS Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	ALCS Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Analyzing baseline data, teachers will establish individual growth targets for each student with the approval of the principal.  The SLO is submitted to the principal for first approval, then by the district SLO administrative panel for final approval.  HEDI points will be assigned based on the percentage of students meeting or exceeding the targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of the students meet the teacher's approved SLO target.
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of the students meet the teacher's approved SLO target.
Developing (3 - 8 points) Results are below District goals for similar students.	21-64% of the students meet the teacher's approved SLO target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-20% of the students meet the teacher's approved SLO 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	ALCS Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Analyzing baseline data, teachers will establish individual growth targets for each student with the approval of the principal.  The SLO is submitted to the principal for first approval, then by the district SLO administrative panel for final approval.  HEDI points will be assigned based on the percentage of students meeting or exceeding the targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of the students meet the teacher's approved SLO target.
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of the students meet the teacher's approved SLO target.

Developing (3 - 8 points) Results are below District goals for similar students.	21-64% of the students meet the teacher's approved SLO target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-20% of the students meet the teacher's approved SLO 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Analyzing baseline data, teachers will establish individual growth targets for each student with the approval of the principal.  The SLO is submitted to the principal for first approval, then by the district SLO administrative panel for final approval.  HEDI points will be assigned based on the percentage of students meeting or exceeding the targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of the students meet the teacher's approved SLO target.
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of the students meet the teacher's approved SLO target.
Developing (3 - 8 points) Results are below District goals for similar students.	21-64% of the students meet the teacher's approved SLO target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-20% of the students meet the teacher's approved SLO 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 measuring student growth on the assessments listed for this Task.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Analyzing baseline data, teachers will establish individual growth targets for each student with the approval of the principal.</p> <p>The SLO is submitted to the principal for first approval, then by the district SLO administrative panel for final approval.</p> <p>HEDI points will be assigned based on the percentage of students meeting or exceeding the targets.</p> <p>Note: For students in CCLS courses, ALCS will administer both the Common Core Algebra Regents and the Integrated Algebra Regents exams. The higher of the two scores will be used, according to NYSED guidelines.</p> <p>HEDI points will be assigned based on the percentage of students meeting or exceeding the targets.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of the students meet the teacher's approved SLO target.
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of the students meet the teacher's approved SLO target.
Developing (3 - 8 points) Results are below District goals for similar students.	21-64% of the students meet the teacher's approved SLO target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-20% of the students meet the teacher's approved SLO 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	ALCS Developed Grade 9 English Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	ALCS Developed Grade 10 English Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment/ NYS Common Core English Regents Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Analyzing baseline data, teachers will establish individual growth targets for each student with the approval of the principal.</p> <p>The SLO is submitted to the principal for first approval, then by the district SLO administrative panel for final approval.</p> <p>HEDI points will be assigned based on the percentage of students meeting or exceeding the targets.</p> <p>Note: For students in CCLS courses, ALCS will administer both the Common Core English Regents and the Comprehensive English Regents exams. The higher of the two scores will be used, according to NYSED guidelines.</p> <p>HEDI points will be assigned based on the percentage of students meeting or exceeding the targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>85-100% of the students meet the teacher's approved SLO target.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>65-84% of the students meet the teacher's approved SLO target.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>21-64% of the students meet the teacher's approved SLO target.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>0-20% of the students meet the teacher's approved SLO target.</p>

## 2.10) All Other Courses

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

Please also note that, for students using 3d party assessments in this Task, the 2<sup>nd</sup> drop-down option applies to grades 3 and above and the 5<sup>th</sup> drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
English 12	District, Regional or BOCES-developed	ALCS Developed Grade 12 English Assessment
JCC English 1510	District, Regional or BOCES-developed	ALCS Developed JCC English 1510 Assessment
Pre-Calculus	District, Regional or BOCES-developed	ALCS Developed Pre-Calculus Assessment
Participation in Government	District, Regional or BOCES-developed	ALCS Developed Participation in Government Assessment

Economics	District, Regional or BOCES-developed	ALCS Developed Economics Assessment
Spanish 1	District, Regional or BOCES-developed	ALCS Developed Spanish 1 Assessment
Spanish 2	District, Regional or BOCES-developed	ALCS Developed Spanish 2 Assessment
Spanish 3	District, Regional or BOCES-developed	ALCS Developed Spanish 3 Assessment
JCC Spanish 2510	District, Regional or BOCES-developed	ALCS Developed Spanish 2510 Assessment
French 7	District, Regional or BOCES-developed	ALCS Developed Grade 7 French Assessment
Computers 6	District, Regional or BOCES-developed	ALCS Developed Grade 6 Computers Assessment
MS Applications 1	District, Regional or BOCES-developed	ALCS Developed MS Applications 1 Assessment
Technology 6	District, Regional or BOCES-developed	ALCS Developed Grade 6 Technology Assessment
Technology 7	District, Regional or BOCES-developed	ALCS Developed Grade 7 Technology Assessment
FACS 6	District, Regional or BOCES-developed	ALCS Developed Grade 6 FACS Assessment
HS Health	District, Regional or BOCES-developed	ALCS Developed HS Health Assessment
PE 6	District, Regional or BOCES-developed	ALCS Developed Grade 6 PE Assessment
PE 9/10	District, Regional or BOCES-developed	ALCS Developed Grades 9/10 PE Assessment

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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Analyzing baseline data, teachers will establish individual growth targets for each student with the approval of the principal.</p> <p>The SLO is submitted to the principal for first approval, then by the district SLO administrative panel for final approval.</p> <p>HEDI points will be assigned based on the percentage of students meeting or exceeding the targets.</p> <p>Note: Teachers being evaluated using a school-wide measure, will be evaluated based on school-wide results on the listed assessments.</p> <p>HEDI points will be assigned based on the percentage of students meeting or exceeding the targets.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of the students meet the teacher's approved SLO target.

Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of the students meet the teacher's approved SLO target.
Developing (3 - 8 points) Results are below District goals for similar students.	21-64% of the students meet the teacher's approved SLO target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-20% of the students meet the teacher's approved SLO target.

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

assets/survey-uploads/12186/548581-avH4IQNZMh/Form2\_10\_AllOtherCourses ALCS\_6.doc

### 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/548581-TXEttx9bQW/ALCS HEDI Chart- task 2.11.docx

### 2.12) Locally Developed Controls

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

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

(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: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
2.14) Assurances   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
2.14) Assurances   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, August 01, 2014

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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. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grade 4 English Language Arts State Assessment
5	6(ii) School wide measure computed locally	NYS Grade 5 English Language Arts State Assessment
6	6(ii) School wide measure computed locally	NYS Grade 6 English Language Arts State Assessment
7	6(ii) School wide measure computed locally	NYS Grade 7 English Language Arts State Assessment
8	6(ii) School wide measure computed locally	NYS Grade 8 English Language Arts State Assessment

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.	HEDI points will be assigned based on the percentage of students scoring a 3 or 4 on the listed assessment.  Note: Teachers being evaluated using a school-wide measure, will be evaluated based on school-wide results on the listed
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assessments.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students achieve proficiency, meaning they achieve level 3 or 4.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of the students achieve proficiency, meaning they achieve level 3 or 4.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-64% of the students achieve proficiency, meaning they achieve level 3 or 4.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of the students achieve proficiency, meaning they achieve level 3 or 4.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grade 4 Mathematics State Assessment
5	6(ii) School wide measure computed locally	NYS Grade 5 Mathematics State Assessment
6	6(ii) School wide measure computed locally	NYS Grade 6 Mathematics State Assessment
7	6(ii) School wide measure computed locally	NYS Grade 7 Mathematics State Assessment
8	6(ii) School wide measure computed locally	NYS Grade 8 Mathematics State Assessment

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.	HEDI points will be assigned based on the percentage of students scoring a 3 or 4 on the listed assessment.  Note: Teachers being evaluated using a school-wide measure, will be evaluated based on school-wide results on the listed assessments.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students achieve proficiency, meaning they achieve level 3 or 4.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of the students achieve proficiency, meaning they achieve level 3 or 4.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-64% of the students achieve proficiency, meaning they achieve level 3 or 4.

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

0-20% of the students achieve proficiency, meaning they achieve level 3 or 4.

### 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/12149/548582-rhJdBgDruP/ALCS HEDI Chart.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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	ALCS Developed Kindergarten ELA Assessment
1	6(ii) School-wide measure computed locally	ALCS Developed Grade 1 ELA Assessment
2	6(ii) School-wide measure computed locally	ALCS Developed Grade 2 ELA Assessment
3	6(ii) School-wide measure computed locally	NYS Grade 3 ELA Assessment

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.	HEDI points will be assigned based on the percentage of students scoring a 3 or 4 on the listed assessment.  Note: Teachers being evaluated using a school-wide measure, will be evaluated based on school-wide results on the listed assessments.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students achieve proficiency, meaning they achieve level 3 or 4.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84%, of the students achieve proficiency, meaning they achieve level 3 or 4.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-64% of the students achieve proficiency, meaning they achieve level 3 or 4.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of the students achieve proficiency, meaning they achieve level 3 or 4.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
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K	6(ii) School-wide measure computed locally	ALCS Developed Kindergarten Math Assessment
1	6(ii) School-wide measure computed locally	ALCS Developed Grade 1 Math Assessment
2	6(ii) School-wide measure computed locally	ALCS Developed Grade 2 Math Assessment
3	6(ii) School-wide measure computed locally	NYS Grade 3 Mathematics State Assessment

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.	HEDI points will be assigned based on the percentage of students scoring a 3 or 4 on the listed assessment.  Note: Teachers being evaluated using a school-wide measure, will be evaluated based on school-wide results on the listed assessments.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students achieve proficiency, meaning they achieve level 3 or 4.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of the students achieve proficiency, meaning they achieve level 3 or 4.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	21-64% of the students achieve proficiency, meaning they achieve level 3 or 4.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of the students achieve proficiency, meaning they achieve level 3 or 4.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	ALCS Developed Grade 6 Science Assessment
7	6(ii) School wide measure computed locally	ALCS Developed Grade 7 Science Assessment
8	6(ii) School wide measure computed locally	NYS Grade 8 Science State Assessment

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	HEDI points will be assigned based on the percentage of students scoring a 3 or 4 on the listed assessment.
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3.13, below.	Note: Teachers being evaluated using a school-wide measure, will be evaluated based on school-wide results on the listed assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students achieve proficiency, meaning they achieve level 3 or 4.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of the students achieve proficiency, meaning they achieve level 3 or 4.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-64% of the students achieve proficiency, meaning they achieve level 3 or 4.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of the students achieve proficiency, meaning they achieve level 3 or 4.

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	ALCS Developed Grade 6 Social Studies Assessment
7	6(ii) School wide measure computed locally	ALCS Developed Grade 7 Social Studies Assessment
8	6(ii) School wide measure computed locally	ALCS Developed Grade 8 Social Studies Assessment

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.	HEDI points will be assigned based on the percentage of students scoring a 3 or 4 on the listed assessment.  Note: Teachers being evaluated using a school-wide measure, will be evaluated based on school-wide results on the listed assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students achieve proficiency, meaning they achieve level 3 or 4.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of the students achieve proficiency, meaning they achieve level 3 or 4.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-64% of the students achieve proficiency, meaning they achieve level 3 or 4.

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

0-20% of the students achieve proficiency, meaning they achieve level 3 or 4.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	ALCS Developed Global 1 Assessment
Global 2	6(ii) School wide measure computed locally	NYS Global History & Geography Regents Assessment
American History	6(ii) School wide measure computed locally	NYS US History & Government Regents 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.	HEDI points will be assigned based on the percentage of students scoring a 65 or greater on the listed assessment.  Note: Teachers being evaluated using a school-wide measure, will be evaluated based on school-wide results on the listed assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students achieve proficiency (score 65 or greater).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of the students achieve proficiency (score 65 or greater).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-64% of the students achieve proficiency (score 65 or greater).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of the students achieve proficiency (score 65 or greater).

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Living Environment Regents Assessment
Earth Science	6(ii) School wide measure computed locally	NYS Earth Science Regents Assessment
Chemistry	6(ii) School wide measure computed locally	NYS Chemistry Regents Assessment
Physics	6(ii) School wide measure computed locally	NYS Physics Regents 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.	HEDI points will be assigned based on the percentage of students scoring a 65 or greater on the listed assessment.  Note: Teachers being evaluated using a school-wide measure, will be evaluated based on school-wide results on the listed assessments.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students achieve proficiency (score 65 or greater).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of the students achieve proficiency (score 65 or greater).
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-64% of the students achieve proficiency (score 65 or greater).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of the students achieve proficiency (score 65 or greater).

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Integrated I Algebra Regents Assessment; NYS Common Core Algebra Regents Assessment
Geometry	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment
Algebra 2	6(ii) School wide measure computed locally	NYS Algebra II/Trigonometry Regents 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.

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>HEDI points will be assigned based on the percentage of students scoring a 65 or greater on the listed assessment.</p> <p>Note: Teachers being evaluated using a school-wide measure, will be evaluated based on school-wide results on the listed assessments.</p> <p>For students in CCLS courses, the district will administer both the NYS Integrated Algebra Regents Assessment and the NYS Common Core Algebra I Regents Assessment. The higher of the two scores will be used for evaluation purposes.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>85-100% of the students achieve proficiency (score 65 or greater).</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>65-84% of the students achieve proficiency (score 65 or greater).</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>21-64% of the students achieve proficiency (score 65 or greater).</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-20% of the students achieve proficiency (score 65 or greater).</p>

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	ALCS Developed Grade 9 English Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	ALCS Developed Grade 10 English Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment; NYS Common Core English Regents 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.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be assigned based on the percentage of students scoring a 65 or greater on the listed assessment.  Note: Teachers being evaluated using a school-wide measure, will be evaluated based on school-wide results on the listed assessments.  For students in CCLS courses, the district will administer both the NYS Common Core English Regents Assessment and NYS Comprehensive English Regents Assessment. The higher of the two scores will be used for evaluation purposes.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students achieve proficiency (score 65 or greater).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of the students achieve proficiency (score 65 or greater).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-64% of the students achieve proficiency (score 65 or greater).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of the students achieve proficiency (score 65 or greater).

### 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

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

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
English 12	5) District/regional/BOCES-developed	ALCS Developed Grade 12 English Assessment
JCC English 1510	5) District/regional/BOCES-developed	ALCS Developed JCC English 1510 Assessment
Pre-Calculus	5) District/regional/BOCES-developed	ALCS Developed Pre-Calculus Assessment
Participation in Government	5) District/regional/BOCES-developed	ALCS Developed Participation in Government Assessment
Economics	5) District/regional/BOCES-developed	ALCS Developed Economics Assessment
Spanish 1	5) District/regional/BOCES-developed	ALCS Developed Spanish 1 Assessment
Spanish 2	5) District/regional/BOCES-developed	ALCS Developed Spanish 2 Assessment

Spanish 3	5) District/regional/BOCES–developed	ALCS Developed Spanish 3 Assessment
JCC Spanish 2510	5) District/regional/BOCES–developed	ALCS Developed Spanish 2510 Assessment
French 7	5) District/regional/BOCES–developed	ALCS Developed Grade 7 French Assessment
Computers 6	5) District/regional/BOCES–developed	ALCS Developed Grade 6 Computers Assessment
MS Applications 1	5) District/regional/BOCES–developed	ALCS Developed MS Applications 1 Assessment
Technology 6	5) District/regional/BOCES–developed	ALCS Developed Grade 6 Technology Assessment
Technology 7	5) District/regional/BOCES–developed	ALCS Developed Grade 7 Technology Assessment
FACS 6	5) District/regional/BOCES–developed	ALCS Developed Grade 6 FACS Assessment
HS Health	5) District/regional/BOCES–developed	ALCS Developed HS Health Assessment
PE 6	6(ii) School wide measure computed locally	ALCS Developed Grade 6 PE Assessment
PE 9/10	6(ii) School wide measure computed locally	ALCS Developed Grades 9/10 PE Assessment

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.	HEDI points will be assigned based on the percentage of students achieving proficiency, meaning scoring a level 3 or 4 (65 or greater) on the listed assessment.  Note: Teachers being evaluated using a school-wide measure, will be evaluated based on school-wide results on the listed assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85-100% of the students achieve proficiency, meaning a level 3 or 4 (score 65 or greater).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of the students achieve proficiency, meaning a level 3 or 4 (score 65 or greater).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-64% of the students achieve proficiency, meaning a level 3 or 4 (score 65 or greater).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of the students achieve proficiency, meaning a level 3 or 4 (score 65 or greater).

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)

assets/survey-uploads/12149/548582-Rp00I6pk1T/Form3\_12\_AllOtherCourses ALCS.docx

### 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/12149/548582-y92vNseFa4/ALCS HEDI Chart.docx

### 3.14) Locally Developed Controls

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

(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.

Locally-selected measure ratings for teachers with more than one locally selected measure will be calculated using a weighted average of the HEDI scores according to the number of students assigned to each course. Rounding rules apply, meaning five-tenths or greater will round up to next higher whole number and less than five-tenths will round down to the next lower whole number.

### 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
3.16) Assurances   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	(No response)
3.16) Assurances   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	(No response)

# 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, August 01, 2014

## Page 1

### 4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

4.1) Teacher Practice Rubric   Rubric	Danielson's Framework for Teaching
---------------------------------------	------------------------------------

Second Rubric, if applicable	Not Applicable
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### 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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	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	20

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

(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.

Please see the attached document, "other measures ALCS Teachers."

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/12179/548583-eka9yMJ855/other measures ALCS Teachers\_2.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Please see the attached document, "other measures ALCS Teachers."
Effective: Overall performance and results meet NYS Teaching Standards.	Please see the attached document, "other measures ALCS Teachers."
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Please see the attached document, "other measures ALCS Teachers."
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Please see the attached document, "other measures ALCS Teachers."

Provide the ranges for the 60-point scoring bands.

Highly Effective	51-60
Effective	32-50
Developing	12-31
Ineffective	0-11

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	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?

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• In Person

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## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	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?

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• In Person

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

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• In Person

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# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, June 24, 2014

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures  
Locally-selected Measures of  
growth or achievement  
Other Measures of Effectiveness  
(60 points)

Overall  
Composite Score

Highly Effective  
18-20  
18-20  
Ranges determined locally--see below  
91-100

Effective  
9-17  
9-17  
75-90

Developing  
3-8  
3-8  
65-74

Ineffective  
0-2  
0-2  
0-64

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

Highly Effective	51-60
Effective	32-50
Developing	12-31
Ineffective	0-11

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, August 01, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/548585-Df0w3Xx5v6/APPR- ALCS Teacher Imp Plan\_1.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:

#### APPR Appeal Procedure/Form

Any eligible teacher who receives a performance rating of "ineffective" or "developing" may appeal such a rating to the Superintendent of Schools within fifteen (15) days after the receipt of a written annual evaluation reflecting such a rating. No other ratings may be appealed. An appeal is deemed commenced when this form is completed, signed by the eligible teacher and hand delivered to the Office of the Superintendent.

A. Terms used in this Procedure/Form include the following:

1. "Eligible Teacher" shall mean a classroom teacher
2. "Days" shall mean calendar days
3. "developing" or "ineffective" shall mean the following:
  - a) "developing" means a teacher who is not performing at the level typically expected of a teacher and the reviewer determines that the teacher needs to make improvements based on the evaluation criteria set forth in the Regulations of the Commissioner of Education, including but not limited to less than acceptable rates of student growth.
  - b) "ineffective" means a teacher whose performance is unacceptable based upon the evaluation criteria prescribed in the Regulations of the Commissioner of Education, including but not limited to unacceptable or minimal rates of student growth.

B. Complete the appropriate section or sections below articulating in detail the specific reasons for this appeal. Attach additional sheets and copies of relevant documents in support of your appeal if necessary. No additional information may be submitted once an appeal is commenced. The only grounds for an appeal are set forth below. An eligible teacher filing an appeal shall have the burden of establishing the basis for the appeal and providing the justification for a change in the rating. While you may reference more than one (1) of the grounds set forth below as supporting the appeal, you may not bring multiple appeals referencing the same annual performance review.

Ground 1: I appeal the substance of the annual professional performance review based upon the following:

Ground 2: I appeal the Allegany-Limestone Central School District's adherence to the standards and methodologies required for APPR's pursuant to Section 3012-c of the NYS Education Law based upon the following:

Ground 3: I appeal the Allegany-Limestone Central School District's adherence to the Regulations of the Commissioner of Education and/or compliance with any applicable locally negotiated procedures based upon the following:

C. Employee Information

1. Name: \_\_\_\_\_
2. Tenure Area: \_\_\_\_\_
3. Hire Date: \_\_\_\_\_
4. Current Assignment: \_\_\_\_\_

D. Within ten (10) calendar days of the commencement of the appeal, the Superintendent of Schools or his/her designee shall render a final and binding determination, in writing, with respect to the appeal. The decision will be based upon the appeal and any attachments, the annual evaluation, and the evaluator's response to the appeal, if any.

The determination of the Superintendent or his/her designee will be forwarded to the eligible teacher filing the appeal at the address noted below within the time frame referenced above, and will not be subject to further review either through a grievance procedure, arbitration or other forum such as court proceeding or an appeal to the Commissioner of Education.

Dated: \_\_\_\_\_, 20\_\_\_\_

\_\_\_\_\_  
Name (Please Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Address

DATE AND TIME RECEIVED BY THE OFFICE \_\_\_\_\_ a.m.  
OF THE SUPERINTENDENT OF SCHOOLS \_\_\_\_\_ p.m.

Time: \_\_\_\_\_

Date: \_\_\_\_\_, 20 \_\_\_\_\_

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

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

### LEAD EVALUATORS

All evaluators will be lead evaluators at Allegany-Limestone. Lead evaluators will annually participate in 2 hours minimally of professional development aligned to the ALCS teacher APPR promoting inter-rater reliability.

The Board of Education will certify lead evaluators and re-certify annually at the re-organizational meeting administrators who show evidence of training according to the following:

NYSED Regulation for Lead Evaluator Training (Hours)

NYS Teaching Standards (elements and performance indicators) (6 hours)

Evidenced-based observation techniques that are grounded in research (6 hours)

Application and use of the student growth percentile model and the value-added growth model (30-2.2) (4 hours)

Application and use of the State-approved teacher or principal rubric(s) (6 hours)

Application and use of assessment tools, including portfolio reviews, surveys, goals, etc. (4 hours)

Application and use of any State-approved locally selected measures of student achievement (4 hours)

Use of the Statewide Instructional Reporting System (1 hour)

Scoring methodology (3 hours)

Specific considerations in evaluating teachers and principals of ELL and students with disabilities (4 hours)

All administrators will participate in training offered by the CABOCES network team, rubric-specific training, and workshops identified by the district. These workshops are designed to provide a broad understanding of evidenced-based observation techniques.

## 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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Tuesday, June 24, 2014

## Page 1

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

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

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

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

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

PK-5
6-8
9-12

### 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(s) 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	Checked

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	
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 assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

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

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, July 07, 2014

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## Page 1

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

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

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

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

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

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

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
PK-5	(d) measures used by district for teacher evaluation	NYS Grade 3 ELA State Assessment, NYS Grade 4 ELA State Assessment, NYS Grade 5 ELA State Assessment, NYS Grade 3 Math State Assessment, NYS Grade 4 Math State Assessment, NYS Grade 5 Math State Assessment; ALCS developed Kindergarten ELA Assessment, ALCS Developed Kindergarten Math Assessment, ALCS Developed Grade 1 ELA Assessment, ALCS Developed Grade 1 Math Assessment, ALCS Developed Grade 2 ELA Assessment, ALCS Developed Grade 2 Math Assessment
6-8	(d) measures used by district for teacher evaluation	ALCS Developed Grade 6 Social Studies Assessment, ALCS Developed Grade 7 Social Studies Assessment, ALCS Developed Grade 8 Social Studies Assessment, ALCS Developed Grade 6 Science Assessment, ALCS Developed Grade 7 Science Assessment, Integrated/Common Core Algebra Regents Exam, Physical Setting/Earth Science Regents Exam
6-8	(a) achievement on State assessments	NYS Grade 6 ELA State Assessment, NYS Grade 7 ELA State Assessment, NYS Grade 8 ELA State Assessment, NYS Grade 6 Math State Assessment, NYS Grade 7 State Assessment, NYS Grade 8 Math State Assessment
9-12	(d) measures used by district for teacher evaluation	ALCS Developed Global 1 Assessment, ALCS Developed English 9 Assessment, ALCS Developed English 10 Assessment, ALCS Developed English 12 Assessment, ALCS Developed JCC English 1510 Assessment, ALCS Developed Pre-Calculus Assessment, ALCS Developed Participation in Government Assessment, ALCS Developed Economics Assessment
9-12	(d) measures used by district for teacher evaluation	NYS Integrated Algebra I Regents Assessment/NYS Common Core Algebra I Regents Assessment, NYS Geometry Regents Assessment, NYS Algebra II/Trigonometry Regents Assessment, NYS Comprehensive English Regents Assessment/NYS Common Core English

Regents Assessment, NYS Global History & Geography  
Regents Assessment, NYS US History & Government  
Regents Assessment, NYS Earth Science Regents  
Assessment, NYS Chemistry Regents Assessment, NYS  
Physics Regents Assessment, NYS Living Environment  
Regents 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.

The HEDI score for each principal will be determined using a weighted (number of students tested) average of the scores obtained from the posted HEDI charts for each of the assessments in the school. Rounding rules will apply to round the result to the nearest whole number.

#### Elementary Building Principal

The locally-selected measures of student achievement shall be based on measures that are used by the District for the locally-selected measure for teacher evaluation. For K-Grade 2 proficiency is defined as a level 3 or 4 on the ALCS developed assessments. For the NYS assessments (Grades 3-5) proficiency is defined by achieving level 3 or 4. HEDI points will be assigned based on the percentage of students achieving a level 3 or 4.

#### Middle School Building Principal

The locally selected measures of student achievement shall be based on a composite of:

- Achievement on State Assessments
- Measures that are used by the District for the locally-selected measure for teacher evaluation.

Proficiency is defined as a level 3 or 4 (65 or greater) on the ALCS developed assessments. For the NYS assessments (Mathematics, ELA, and Science 8) proficiency is defined by achieving level 3 or 4. Proficiency is defined for the Integrated/Common Core Algebra and Earth Science regents examinations as 65 or greater according to the official conversion chart provided by NYSED for each examination.

HEDI points will be assigned based on the percentage of students meeting or exceeding the targets.

#### Senior High School Building Principal

The locally selected measures of student achievement shall be based on a composite of:

- Measures that are used by the District for the locally-selected measure for teacher evaluation;
- The percentage of the of students that achieve a 65 or greater according to the conversion charts provided by NYSED on Regents examinations.

Courses ending with a Regents examination will use the examination results for the local measure, and proficiency is defined as a scale score of 65 or greater according to the conversion chart provided by NYSED. All other courses and grade levels will use District-developed assessments, and proficiency is defined as scoring 65 or greater.

HEDI points will be assigned based on the percentage of students meeting or exceeding the target.

Note: Students enrolled in a NYS Common Core Regents course, who are eligible to take the Common Core Regents and the non-Common Core Regents will be allowed to take both exams, and the higher of the two scores will be used for evaluation purposes.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.

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

(No response)

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

assets/survey-uploads/12190/548587-qBFVOWF7fC/ALCS HEDI Chart.docx

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

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

those listed in Task 7.3.

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

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

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

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

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

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

(No response)

### 8.3) Locally Developed Controls

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

(No response)

### 8.4) Principals with More Than One Locally Selected Measure

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

The HEDI score for each principal will be determined using a weighted (number of students tested) average of the scores obtained from the posted HEDI charts for each of the assessments in the school. Rounding rules will apply to round the result to the nearest whole number.

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, August 05, 2014

## Page 1

### 9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric   Rubric	The Reeves Leadership Performance Matrix
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Second rubric (if applicable)	(No response)
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### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	50
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 10

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

9.4) Sources of Evidence (if applicable)   Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable)   Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable)   Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable)   School visits by other trained evaluators	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 updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

### 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.

See attached document, "Other Measures- ALCS Principals final."

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/12205/548588-pMADJ4gk6R/9-7 Other Measures- ALCS Principals final.docx

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

Highly Effective: Overall performance and results exceed standards.	Results exceed District expectations. Goals provide/exemplify an articulate plan for the highest quality of performance aligned to Board goals and ISLLC standards; action plan activities and reflection are connected to the professional growth goal, the evidence of reflection includes examples which are aligned to the standards, specific, and relevant to the principal, and the suggestions for improvement are specific, provide clarity, are measurable, and resources for continual improvement are identified; highly effective ratings dominate on the Reeves leadership performance matrix.
Effective: Overall performance and results meet standards.	Results meet District expectations. Goals provide a defined plan to promote mastery of ISLLC standards and are likely attainment of Board goals; action plan activities and reflection are connected to the professional growth goal, and there is sufficient evidence of reflection and suggestions for improvement; effective ratings dominate on the Reeves leadership performance matrix.
Developing: Overall performance and results need improvement in order to meet standards.	Results are below District expectations. Goals are loosely aligned to Board goals or ISLLC standards; selection reflects some learning related to the ISLLC standards, or there is little evidence of growth;

developing ratings dominate on the Reeves leadership performance matrix.

Ineffective: Overall performance and results do not meet standards.

Results are well below District expectations. Goals are not written or do not reflect Board goals or ISLLC standards; selection does not reflect learning related to the ISLLC standards; ineffective ratings dominate on the Reeves leadership performance matrix.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	51-60
Effective	32-50
Developing	12-31
Ineffective	0-11

## 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	3
By trained administrator	0
By trained independent evaluator	1
Enter Total	4

### Tenured Principals

By supervisor	2
By trained administrator	0
By trained independent evaluator	1
Enter Total	3

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, June 24, 2014

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	51-60
Effective	32-50
Developing	12-31
Ineffective	0-11

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

Where Value-Added growth measure applies  
Growth or Comparable Measures  
Locally-selected Measures of  
growth or achievement  
Other Measures of Effectiveness  
(60 points)

Overall  
Composite Score

Highly Effective  
22-25  
14-15  
Ranges determined locally--see above  
91-100

Effective  
10-21  
8-13  
75-90

Developing  
3-9  
3-7  
65-74

Ineffective  
0-2  
0-2  
0-64

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Wednesday, July 02, 2014

## 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 the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

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

[assets/survey-uploads/5276/188798-Df0w3Xx5v6/PRINCIPAL IMPROVEMENT PLAN\\_1.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:

**APPR Appeal Procedure/Form**

Any eligible principal who receives an overall performance rating of "ineffective" or "developing" may appeal such a rating to the Superintendent of Schools within thirty (30) days after the receipt of a written annual evaluation reflecting such a rating. No other ratings may be appealed. An appeal is deemed commenced when this form is completed, signed by the eligible principal and hand

delivered to the Office of the Superintendent. An evaluation shall not be placed in a principal's personnel file until either the expiration of a thirty (30) day period during which an appeal could be filed by the principal or the conclusion of the appeal process described herein, whichever is later.

Within seven (7) calendar days after receiving the administrator's appeal, the Superintendent will meet with the administrator to try and resolve the evaluation issue(s) in dispute. If the evaluation issue(s) in dispute are resolved, the appeal will be considered resolved.

If the administrator and the Superintendent meet and fail to resolve the evaluation issue in dispute, the administrator may request to have his or her evaluation reviewed by a panel. The Appeal Panel will review the evaluation in question and the supporting documentation and will render a written decision to the Superintendent within ten(10) calendar days of receipt of the evaluation in question.

A. Terms used in this Procedure/Form include the following:

1. "Eligible Principal" shall mean a building principal.
2. "Days" shall mean calendar days.
3. "developing" or "ineffective" shall mean the following:
  - a) "developing" means a principal who is not performing at the level typically expected of a principal and the reviewer determines that the principal needs to make improvements based on the evaluation criteria set forth in the Regulations of the Commissioner of Education, including but not limited to less than acceptable rates of student growth.
  - b) "ineffective" means a principal whose performance is unacceptable based upon the evaluation criteria prescribed in the Regulations of the Commissioner of Education, including but not limited to unacceptable or minimal rates of student growth.

B. Complete the appropriate section or sections below articulating in detail the specific reasons for this appeal. Attach additional sheets and copies of relevant documents in support of your appeal if necessary. No additional information may be submitted once an appeal is commenced. The district upon written request must provide any additional written documents or materials relevant to the appeal for the same. The only grounds for an appeal are set forth below. An eligible principal filing an appeal shall have the burden of establishing the basis for the appeal and providing the justification for a change in the rating. While you may reference more than one (1) of the grounds set forth below as supporting the appeal, you may not bring multiple appeals referencing the same annual professional performance review.

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

The Appeal Panel, Superintendent, and appellant will meet within ten (10) calendar days of the written response to review the appeal and either modify the principal evaluation rating or deny the appeal. The appeal hearing shall be conducted in no more than one business day unless extenuating circumstances are present and all parties agree to a second day, to be held within seven (7) days. Any extension of the timelines will be timely and expeditious in compliance with NYS Education Law 3012-c.

A written decision on the merits of the appeal shall be rendered no later than ten (10) calendar days from the close of the meeting. The appeal shall be based on a written record, comprised of the administrator's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal.

In the event the majority of the Appeal Panel members decide that the appeal is without merit and therefore the evaluation completed by the Superintendent is accurate and should stand, the disputed issue will be considered resolved and not subject to further appeal processes. A copy of the findings of the panel's decision and rationale will be sent to the administrator and Superintendent. In the event the majority of the Appeal Panel members' decisions do not concur, the administrator's appeal will be found to have merit and the evaluation composite score will be adjusted accordingly. The Appeal Panel's decision is not subject to the grievance process. Upon completion of the appeal at any level of the above described process, a copy of the appeal form will be attached to the evaluation (no other documentation shall be included) and placed in the administrator's personnel file.

An Appeal Panel will consist of:

For Principals:

- 1 Seated Superintendent of a NYS public school district or BOCES District Superintendent or Assistant Superintendent, mutually agreed upon by the Appellant and Superintendent
- 1 Seated Allegany-Limestone CSD Principal of the Appellant's choice

1 Seated Principal of a NYS public school district or Allegany-Limestone CSD administrator, mutually agreed upon by the Appellant and Superintendent.

For other Administrators:

1 Seated Superintendent of a NYS public school district or BOCES District Superintendent or Assistant Superintendent, mutually agreed upon by the Appellant and Superintendent

1 Seated Allegany-Limestone CSD Administrator of the Appellant's choice

1 Seated Administrator of a NYS public school district in a similar role or Allegany-Limestone CSD administrator, mutually agreed upon by the Appellant and Superintendent.

Ground 1: I appeal the substance of the annual professional performance review based upon the following:

Ground 2: I appeal the Allegany-Limestone Central School District's adherence to the standards and methodologies required for APPR's pursuant to Section 3012-c of the NYS Education Law based upon the following:

Ground 3: I appeal the Allegany-Limestone Central School District's adherence to the Regulations of the Commissioner of Education and/or compliance with any applicable locally-negotiated procedures based upon the following:

Employee Information

1. Name: \_\_\_\_\_

2. Current Assignment: \_\_\_\_\_

Dated: \_\_\_\_\_, 20\_\_\_\_

\_\_\_\_\_  
Name (Please Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Address

DATE AND TIME RECEIVED BY THE OFFICE \_\_\_\_\_ a.m.  
OF THE SUPERINTENDENT OF SCHOOLS \_\_\_\_\_ p.m.

Time: \_\_\_\_\_

Date: \_\_\_\_\_, 20\_\_\_\_

RECEIVED BY: \_\_\_\_\_

PANEL MEMBERS:

\_\_\_\_\_  
Name Position and location

\_\_\_\_\_  
Name Position and location

\_\_\_\_\_  
Name Position and location

DATE OF PANEL MEETING: \_\_\_\_\_

PANEL DECISION: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

DATE RECEIVED BY THE OFFICE  
OF THE SUPERINTENDENT OF SCHOOLS: \_\_\_\_\_

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

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

As part of the APPR Plan, the district sets forth below its agreed upon training strategy and designated evaluators and lead evaluators accordingly:

All administrators are expected to earn designation as lead evaluators at Allegany-Limestone Central School District. Administrators will attend all lead evaluator training set forth by the CABOCES Network Team, and other training and evaluation practice sessions as needed to fulfill District training obligations in each of the nine (9) areas.

Administrators will participate in minimally two (2) hours of professional development aligned to the District Annual Professional Performance Review plan annually, including experiences designed to promote inter-rater reliability.

The Allegany-Limestone Board of Education will certify lead evaluators and re-certify annually at the re-organizational meeting through Board resolution administrators who show evidence of training according to the following:

NYSED Regulation for Lead Evaluator Training [Hours]

ISLLC Standards (elements and performance indicators) [6 hours]

Evidenced-based observation techniques that are grounded in research [6 hours]

Application and use of the student growth percentile model and the value-added growth model (30-2.2) [4 hours]

Application and use of the State-approved teacher or principal rubric(s) [6 hours]

Application and use of assessment tools, including portfolio reviews, surveys, goals, etc. [4 hours]

Application and use of any State-approved locally selected measures of student achievement [4 hours]

Use of the Statewide Instructional Reporting System [1 hour]

Scoring methodology [3 hours]

Specific considerations in evaluating teachers and principals of ELL and students with disabilities [4 hours]

All administrators will participate in training offered by the CABOCES network team, rubric-specific training, and workshops identified by the district. These workshops are designed to provide a broad understanding of evidenced-based observation techniques.

## 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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals   Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
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 Tuesday, April 30, 2013

Updated Wednesday, August 06, 2014

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/548591-3Uqgn5g9Iu/ALCS 8-6-14.pdf>

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.  
Please save your file types as .doc, .ppt or .xls respectively before uploading.

**Form 2.10) All Other Courses**

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

Course(s) or Subject(s)	Option	Assessment
Physical Education K-12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	ALCS Developed grade specific PE Assessment
Art K-12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	ALCS Developed course specific Art Assessment
Music K-5	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	ALCS Developed grade specific Music Assessment
Chorus K-12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	ALCS Developed Grade specific Chorus Assessment
Band K-12	<input type="radio"/> State Assessment	ALCS Developed Grade specific

	<input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Band Assessment
Library K-5	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	NYS Grades 3-5 ELA State Assessment
Library K-5	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	ALCS Developed K-2 ELA Assessment
Science K-5	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	ALCS Developed grade specific Science Assessment

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.	<p>Analyzing baseline data, teachers will establish individual growth targets for each student with the approval of the principal.</p> <p>The SLO is submitted to the principal for first approval, then by the district SLO administrative panel for final approval.</p>
--	---

	<p>HEDI points will be assigned based on the percentage of students meeting or exceeding the targets.</p> <p>Note: Teachers being evaluated using a school-wide measure, will be evaluated based on school-wide results on the listed assessments.</p> <p>For the K-5 library, the teacher's score will be based on the largest enrolled course(s) until 51% of the teacher's students are covered.</p> <p>HEDI points will be assigned based on the percentage of students meeting or exceeding the targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>85% - 100% of the students meet the teacher's approved SLO target</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>65% - 84% of the students meet the teacher's approved SLO target.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>21% - 64% of the students meet the teacher's approved SLO target.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>0% - 20% of the students meet the teacher's approved SLO target.</p>

## ALCS HEDI Chart

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	85-89%	83-84%	81-82%	79-80%	77-78%	75-76%	73-74%	71-72%	68-70%	65-67%	57-64%	49-56%	41-48%	33-40%	26-32%	21-25%	10-20%	1-9%	0%

### ALCS HEDI Chart

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	85-89%	83-84%	81-82%	79-80%	77-78%	75-76%	73-74%	71-72%	68-70%	65-67%	57-64%	49-56%	41-48%	33-40%	26-32%	21-25%	10-20%	1-9%	0%
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
15		14	13			12	<u>11</u>	10		9	8	7	6		5	4	3	2	1	0
93-100%		85-92%	81-84%			78-80%	74-77%	70-73%		68-69%	65-67%	57-64%	51-56%		41-50%	31-40%	21-30%	15-20%	11-14%	0-10%

**Form 3.12) All Other Courses**

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Physical Education K-12	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input checked="" type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	ALCS Developed grade specific PE Assessment
Art K-12	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	ALCS Developed grade specific Art Assessment
Music K-12	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> </ul>	ALCS Developed grade specific Music

	<ul style="list-style-type: none"> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>● 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Assessment
Chorus K-12	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>● 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	ALCS Developed Grade specific Chorus Assessment
Band K-12	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>● 5) District/regional/BOCES–developed</li> </ul>	ALCS Developed Grade specific Band Assessment

	<ul style="list-style-type: none"> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	
Library K-2	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>● 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	ALCS Developed Grade specific ELA Assessment
Library 3-5	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>○ 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>● 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	NYS Grade 3-5 ELA State Assessment
Science 5	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> </ul>	ALCS Developed Grade 5 Science Assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	

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.	<p>HEDI points will be assigned based on the percentage of students scoring proficiency, meaning a level 3 or 4 (65 or greater) on the listed assessment.</p> <p>Note: Teachers being evaluated using a school-wide measure, will be evaluated based on school-wide results on the listed assessments.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.	85-100% of the students achieve proficiency, meaning they achieve level 3 or 4 (score 65 or greater).
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	65-84% of the students achieve proficiency, meaning they achieve level 3 or 4 (score 65 or greater).

for grade/subject.	
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-64% of the students achieve proficiency, meaning they achieve level 3 or 4 (score 65 or greater).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of the students achieve proficiency, meaning they achieve level 3 or 4 (score 65 or greater).

### ALCS HEDI Chart

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	85-89%	83-84%	81-82%	79-80%	77-78%	75-76%	73-74%	71-72%	68-70%	65-67%	57-64%	49-56%	41-48%	33-40%	26-32%	21-25%	10-20%	1-9%	0%
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
15		14	13			12	<u>11</u>	10		9	8	7	6		5	4	3	2	1	0
93-100%		85-92%	81-84%			78-80%	74-77%	70-73%		68-69%	65-67%	57-64%	51-56%		41-50%	31-40%	21-30%	15-20%	11-14%	0-10%

**Allegany-Limestone Teacher APPR Plan**  
***The Other Measures of Teacher Effectiveness - (60 Points)***  
***Brief Overview of Procedures***

The District utilizes OASYS/MyLearningPlan to manage APPR reports, forms, and professional development. Evaluators will complete the summative form based upon previous observations.

STEP 1 **Proposal (artifact review)** - Teachers will go to [www.mylearningplan.com](http://www.mylearningplan.com) to complete a proposal form by October 25. Teachers may submit their proposal for professional growth and action plan starting September 1 of each year. The evaluator/principal will review and determine a score using the artifact review 5 point rubric (page 8) within five (5) working days, and the teacher may resubmit with changes. Final submissions must be made by October 25.

The professional proposal will be aligned to school and district goals and initiatives and informed by evaluations.

STEP 2 **Proposal Form**- This will be kept by the teacher to be used throughout the school year. It will be turned in at the completion of Annual Professional Performance Review.

STEP 3 **Observations**- The Charlotte Danielson (2007) rubric will be used for informal and formal observations. Tenured teachers will be observed informally and formally at least once each year, and non-tenured teachers will be observed informally and formally at least twice each year. A written report of a formal observation will be completed within five (5) days of the post-observation conference.

STEP 4 **Final Reflection Report** - After completion of Annual Professional Performance Review activity, submit forms including the Final Reflection Report (due before the end of the second week in June). At the final conference, they will be reviewed.

#### ADMINISTRATIVE INSTRUCTIONS

To ensure proper implementation of the Annual Professional Performance Review plan, administrators should follow these instructions.

1. The district office will be responsible for scheduling an orientation for staff new to the district.
2. All teachers will have a log-in to OASYS/My Learning Plan.
3. By November 1, administrators should review each staff member's plan for approval.
4. Non-tenured teachers will have at least one classroom observation before January 1.
5. All classroom observations will be completed before June 1.
6. Administrators or teachers may hold an end-of-year conference for each member prior to June 16.

### **MANDATORY Classroom Observation (40% of rating score)**

Classroom observation shall be based on the seven NYS teaching standards for professional performance. For tenured teachers, a minimum of one formal observation with at least one walk-through will be conducted by a trained evaluator annually. Non-tenured teachers will have at least two formal observations and one walk-through annually. (The first formal observation must be completed before January 1.)

The system is configured so that in any given walk-through (informal) or full class (formal) observation elements without any score will not be counted against the teacher's rating. The evaluator will use the scores gathered throughout the year to determine a rating for each of the elements at the end of the year on a summary evaluation.

Evaluators will utilize OASYS for observation scoring. Each element as observed will be scored holistically based upon the demonstrated competencies according to the following:

Ineffective = 1 point

Developing = 2 points

Effective = 3 points

Highly Effective = 4 points.

The total possible points earned are as follows:

<b>Danielson Rubric Domain</b>	<b>Number of Elements</b>	<b>Total points Possible</b>
Domain 1	23	92
Domain 2	15	60
Domain 3	18	72
Domain 4	20	80
<b>Total</b>	76	304

For each domain the total points earned will be divided by the total possible points and multiplied by ten. The sum of the four domains is then rounded to the nearest whole number, which will be between 0 and 40.

Note: If the teacher is rated ineffective in each element of the domain, then the score will be 0.

**OPTIONS for Self-directed assessment (20% of the professional educator's rating score may include, but is not limited to, the selections described below.)** Each option should be based on the Charlotte Danielson (2007) rubric for professional performance. All state-mandated teaching standards must be evaluated annually.

#### **1. Self-review**

Self-review is a reflective practice. Suggested activities may include, but are not limited to:

- Journal keeping
- Videotaped performance with reflective feedback
- Researching an area of study in depth
- Reviewing teaching practices and adjusting pedagogy accordingly

## **2. Peer-review**

Peer-review is designed by one or more educators, to improve professional effectiveness and increase student success. Peer-review is often linked to peer assistance, which helps new and veteran teachers improve their knowledge and skills. Suggested activities may include, but are not limited to:

1. Observing
2. Sharing ideas and skills
3. Recommending useful materials for study
4. Team or co-teaching, if possible
5. Collaboration in terms of planning
6. Examination of student work

## **3. Professional growth learning project**

This would be designed by one or more educators, to improve professional effectiveness and increase student success. Such a project would be linked to new learning for the educators involved and would be expected to help new and/or veteran teachers improve their knowledge and skills. Suggested activities may include, but are not limited to:

Research project on student data with pre- and post-test information

Self-development through involvement in a professional learning community effort

A book study on increasing student learning or attitudes

Coursework/classwork in specific area of concern (reading/math/autism/at-risk) to reach all learners

## **4. Professional portfolio (Please refer to the guidelines that follow.)**

### **Scoring Bands for Other Measures (60%)**

Ineffective	0-11
Developing	12-31
Effective	32-50
Highly Effective	51-60

# *Allegany-Limestone Central School District*

## **Annual Professional Performance Review**

### **1. OUTLINE FOR DEVELOPING A PROFESSIONAL SELF-REVIEW**

Gather evidence of professional skill, intellect and reflection; based on the Charlotte Danielson (2007) rubric, and create a document that shows professional growth and reflection.

#### **1. Start with your professional focus for the year. Develop an action time line.**

#### **2. Introduction**

- a. Describe your setting: identify your area of teaching and grade level(s) taught.
- b. State the goals you have set for the year based on the section(s) of the Charlotte Danielson (2007) rubric.

#### **3. Document your efforts/ create artifacts. These may include but are not limited to:**

- a. Journal keeping
- b. Videotaped performance with reflective feedback
- c. In depth research in an area of study related to your teaching practices
- d. Document review of teaching practices and adjustment of pedagogy accordingly
- e. Create and administer a Parent/ student survey/ feedback project  
ie: data collection on grading policy/ homework assessments/ webpage communication/ relationships with students for the purpose of self-adjustment to improve student learning

#### **4. Refer back to your original focus or standard regularly**

- a. Check your progress and make changes when appropriate
- b. Whether your focus is on a personal, student or classroom attribute, remember to monitor, make adjustments, and document all efforts

#### **5. Sorting, cataloging, and reflecting**

- a. Highlight your strengths and acknowledge your weaknesses
- b. Reflect on your process: Was it successful? What challenges came up? What might be your next step?

#### **6. How will you know when you are done?**

- a. You will have a document that identifies your focus, your level of growth in your strategies, and reflection on the level of success of the strategies

# *Allegany-Limestone Central School District*

## **Annual Professional Performance Review**

### **2. OUTLINE FOR DEVELOPING A PROFESSIONAL PEER-REVIEW**

Gather evidence of professional skill, intellect and reflection; based on the Charlotte Danielson (2007) rubric, and create a document that shows professional growth and reflection.

#### **1. Start with your focus for the year. Develop an action time line.**

#### **2. Introduction**

- a. Describe your setting: identify your area of teaching and grade level(s) taught
- b. State the goals you have set for the year based on the section(s) of the Charlotte Danielson (2007) rubric

#### **3. Document your efforts/ create artifacts. These may include but are not limited to:**

- a. Observing
- b. Sharing ideas and skills
- c. Recommending useful materials for study
- d. Team or co-teaching, if possible
- e. Collaboration in terms of planning
- f. Examination of student work

#### **4. Refer back to your original goal or standard regularly**

- a. Check your progress and make changes when appropriate
- b. Whether your focus is on a personal, student or classroom attribute, remember to monitor, make adjustments, and document all efforts

#### **5. Sorting, cataloging, and reflecting**

- a. Highlight your strengths and acknowledge your weaknesses
- b. Reflect on your process: Was it successful? What challenges came up? What might be your next step?

#### **6. How will you know when you are done?**

- a. You will have a document that identifies your focus, your level of growth in your strategies, and reflection on the level of success of the strategies

# *Allegheny-Limestone Central School District*

## **Annual Professional Performance Review**

### **3. OUTLINE FOR DEVELOPING A PROFESSIONAL GROWTH LEARNING PROJECT**

Gather evidence of professional skill, intellect and reflection; based on the Charlotte Danielson (2007) rubric, and create a document that shows professional growth and reflection.

- 1. Start with your goals for the year. Develop an action time line.**
- 2. Introduction**
  - a. Describe your setting: identify your area of teaching and grade level(s) taught
  - b. State the focus you have set for the year based on the section(s) of the Charlotte Danielson (2007) rubric
- 3. Document your efforts/ create artifacts. These may include but are not limited to:**
  - a. Research project on student data with pre- and post – test information
  - b. Self- development through involvement in a professional learning community effort
  - c. A book study on increasing student learning or attitudes
  - d. Coursework/classwork in specific area of concern (reading/ math/ autism/ at risk) to reach all learners
- 4. Refer back to your original goal or standard regularly**
  - a. Check your progress and make changes when appropriate
  - b. Whether your focus is on a personal, student or classroom attribute, remember to monitor, make adjustments, and document all efforts
- 5. Sorting, cataloging, and reflecting**
  - a. Highlight your new knowledge.
  - b. Identify any strategies you incorporated into your classroom.
  - c. Reflect on your progress: Was it successful? What challenges came up? What might be your next step?
- 6. How will you know when you are done?**
  - a. You will have a document that identifies your personal focus, your level of growth of knowledge in the topic area, and reflection on the level of impact this knowledge had on your classroom

# *Allegany-Limestone Central School District*

## **Annual Professional Performance Review**

### **4. OUTLINE FOR DEVELOPING A PROFESSIONAL PORTFOLIO**

Gathering evidence of professional skill, intellect and reflection; based on the Charlotte Danielson (2007) rubric.

- 1. Start with your goals for the year. Develop an action time line.**
- 2. Introduction**
  - a. Describe your setting: identify your area of teaching and grade level(s) taught.
  - b. State the goals you have set for the year based on the section(s) of the Charlotte Danielson (2007) rubric.
- 3. Collect artifacts/ document your efforts. These may include but are not limited to:**
  - a. Notes/memos
  - b. Lesson plans
  - c. Student work/assessments
  - d. Journal entries
  - e. Collaboration/communications with parents
  - f. Videotapes/photos
  - g. Letters
  - h. Written recommendations/observation documents
  - i. Awards/article
- 4. Refer back to your original goal or standard regularly**
  - a. Check your progress and make changes when appropriate
  - b. Whether your focus is on a personal, student or classroom attribute, remember to monitor, make adjustments, and document all efforts
- 5. Sorting, cataloging, and reflecting**
  - a. Highlight your strengths and acknowledge your weaknesses
  - b. Write a description about each selected artifact and explain how it gives evidence of your progress and process
  - c. Reflect on your process: Was it successful? What challenges came up? What might be your next step?
- 6. How will you know when you're done?**
  - a. Look at the Charlotte Danielson (2007) framework for teaching rubric
  - b. Look at the portfolio outline
  - c. Consider collegial feedback
  - d. Edit carefully

## ***VII. Rubrics***

### **Rubric for Setting Professional Focus (artifact review 5points)**

This focus should reflect expectations for instructional excellence as outlined in the Charlotte Danielson Rubrics for Enhancing Professional Practice: A Framework for Teaching (2007). The rubric is broadly aligned to the Danielson Rubric.

	<b>Ineffective</b> <b>0</b>	<b>Developing</b> <b>2</b>	<b>Effective</b> <b>4</b>	<b>Highly Effective</b> <b>5</b>
Focus for professional growth	Focus is not written or as written does not reflect learning related to the Danielson Rubric	Focus relates to some of the characteristics for growth identified in the Danielson Rubric	Focus reflects a plan to promote mastery of performance in area(s) selected from the Danielson Rubric	Focus exemplifies a plan for the highest quality of performance aligned to the Danielson Rubric

### Rubric for Final Reflection Report (15points)

The ALCS plan for professional performance review requires that a self-selected structured review for a professional focus be included as part of the annual review. This review should reflect expectations for instructional excellence as outlined in the Charlotte Danielson Rubrics for Enhancing Professional Practice: A Framework for Teaching (2007). The rubric is broadly aligned to the Danielson rubric.

This review can take the form of:

- I. Self-Review
- II. Peer Review
- III. Professional Growth Learning Project
- IV. Professional Portfolio

	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
	<b>0</b>	<b>7</b>	<b>11</b>	<b>15</b>
Final Reflection Report	<p>Selection was not completed or does not reflect learning related to the Danielson Rubric, is not connected to the professional focus, and there is no evidence of reflection</p>	<p>Selection relates to some of the characteristics for the focus identified in the Danielson Rubric, the action plan and activities are loosely connected to the professional focus, and there is little evidence of reflection</p>	<p>Selection reflects mastery of performance in selected Danielson Rubric. The action plan activities and reflection are connected to the professional focus. There is sufficient evidence of reflection including suggestions for improvement</p>	<p>Selection exemplifies the highest quality of performance aligned to the Danielson Rubric. The action plan activities and reflection are connected to the professional focus. The evidence of reflection includes examples which are aligned to the standards, specific, and relevant to the teacher. The suggestions for improvement are specific, provide clarity, are measurable, and resources for continual improvement are identified.</p>

## TEACHER IMPROVEMENT PLAN

Educators whose performance is evaluated as ineffective or developing, as determined by a school administrator, shall be required to undertake an educator improvement plan (TIP) encompassing all areas rated “ineffective or developing”. This plan can include one or more of the following:

- Peer mentoring or peer coaching
- Attending workshops appropriate in the deficient area(s)
- Observing peers
- Other professional activities as determined by the evaluator

(See section on methods for improvement of educator’s performance.)

The TIP should specifically identify those areas which are in need of improvement and the evidence that would be acceptable for showing improvement, as well as the specific activities the educator would engage in to develop their skills in that specific area. The improvement plan should follow the format found in the Annual Professional Performance Review document.

The teacher and evaluator will meet to develop the TIP within 10 school days from the receipt of the “ineffective or developing” rating. The implementation of the plan must begin no later than 10 days from the opening of classes in the school year following the school year for which such teacher’s performance is being measured.

A meeting will be held on or near the halfway point of the TIP to demonstrate progress, identify strengths and areas of needed improvement, and adjust the plan as needed.

At the end of the following school year (before June 1), the teacher and evaluator will meet so the teacher can provide evidence of improvement. The Annual Professional Performance Review should reflect the progress made on the plan.

***Allegheny- Limestone Central School  
Teacher Improvement Plan***

<b>Date:</b>	<b>Implementation Year:</b> _____ <b>to</b> _____
<b>Teacher's name:</b>	<b>Evaluator:</b>
<b>Plan type:</b> ___self ___peer ___mentor ___other: _____	
<b>Colleagues involved:</b>	
<b>Area(s) requiring improvement:</b>	
<b>Measurable objective(s) and timeline checkpoints:</b>	
<b>Activities/ Strategies:</b>	
<b>Evaluation:</b> (Be specific regarding the method to be used for measuring success.)	

**Evaluator signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Educator signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## **METHOD FOR IMPROVING PROFESSIONAL PERFORMANCE**

### **PEER MENTORING**

Peer Mentoring is a program to help new educators be successful. A mentor professional may help a novice educator master instructional skills, establish patterns, understand curriculum, and establish routine procedures that are successful. The mentor shares acquired wisdom, serves as a patient listener, and can serve as a demonstration teacher. All full-time, first year probationary professional educators may be assigned a mentor by the building principal.

### **PEER COACHING**

A professional educator is continually trying to learn and improve. A tenured educator may elect to work with a peer coach, the administrator should consider input from the staff member who is recommended for, or is requesting, peer coaching assistance. The educator and the peer coach shall identify areas in need of improvement based upon the previous year's Annual Professional Performance Review and End-of-Year Evaluation. The peer coach then shall provide guidance and support to the colleague to address the areas in need of improvement.

### **WORKSHOP ASSISTANCE**

Attendance at pertinent workshops or in-service sessions may be assigned, or requested by the educator with approval of the administrator.

### **PEER OBSERVATION**

Educators may elect or be assigned to observe other professional staff.

### **OTHER PROFESSIONAL ACTIVITIES**

Participation in a variety of educational activities intended to provide professional growth and development opportunities is encouraged.

## ADMINISTRATIVE INSTRUCTIONS

To ensure proper implementation of the Annual Professional Performance Review plan, administrators should follow these instructions.

1. Ask the district coordinator to orient new staff to the program.
2. Prepare a packet for each staff member prior to the start of school, that includes:
  - An individual Annual Professional Performance Review log for that staff member, showing past Annual Professional Performance Review selections
  - A new Annual Professional Performance Review plan form
  - A proposal form (to be used for selections other than administrative observation)
  - An evaluation form for end-of-year progress
3. Prior to September 15, all forms should be disseminated to staff.
4. After October 25, administrators should review each staff member's plan for approval. A proposal form must be completed for those who selected methods other than administrative observation.
5. Administrators or teachers may hold an end-of-year conference for each member prior to June 16.

### ALCS HEDI Chart

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	85-89%	83-84%	81-82%	79-80%	77-78%	75-76%	73-74%	71-72%	68-70%	65-67%	57-64%	49-56%	41-48%	33-40%	26-32%	21-25%	10-20%	1-9%	0%
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
15		14	13			12	<u>11</u>	10		9	8	7	6		5	4	3	2	1	0
93-100%		85-92%	81-84%			78-80%	74-77%	70-73%		68-69%	65-67%	57-64%	51-56%		41-50%	31-40%	21-30%	15-20%	11-14%	0-10%

## Other Measures – ALCS Principals

### VI. *The Other Measures of Principal Effectiveness - (60 Points)*

A. Sixty (60) points of a principal's composite effectiveness score shall be based on multiple measures aligned with the Educational Leadership Policy Standards (ISLLC 2008) listed below:

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

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

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

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

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

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

- B. Under the 60% Other Measures subcomponent of the evaluation, the District shall assess its principals using one of the principal practice rubrics approved by the Department. Any of the Educational Leadership Policy Standards (ISLLC 2008) not addressed in the broad assessment must be addressed at least once a year.
- C. The Reeves Leadership Performance Matrix is the mutually agreed upon rubric for principal evaluation.
- D. 50 of the 60 points shall be based on a broad assessment of the principal's leadership and management actions by the building principal's supervisor or a trained independent evaluator. The Superintendent will schedule a monthly visit, which may include building/classroom walk-throughs and/or a discussion regarding school leadership and management efforts and initiatives.

Each year, this assessment must incorporate school visits by the principal's supervisor and at least two other sources of evidence from the following options:

1. Structured feedback from teachers, students, and/or families;
  2. School visits by other trained evaluators;
  3. Review of school documents, records, and/or other state accountability processes; and
  4. Other locally-determined sources.
- E. The remaining points of this measure must be based on results of one or more ambitious and measureable goals set collaboratively between the principal and the superintendent or district superintendent. At least one of those goals must address the principal's contribution to improving teacher effectiveness, including but not limited to:
1. Hire/retain high performing teachers;
  2. The correlation between students' growth scores of teachers granted tenure vs. those denied tenure;
  3. Improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.

**F. The District sets forth below the rubric that it will use for this measure and the negotiated process it has agreed upon as part of its principal APPR Plan:**

**Goal setting (3 points)**

By the end of August the Principal and the Superintendent will meet to collaboratively set no more than three professional goals for the upcoming year (Appendix A). Of those goals, principals will write one goal to address each dimension of the Reeves Leadership Matrix for which a rating of “ineffective” was given.

**Supervisory visits and evaluation utilizing the Doug Reeves rubric (50 points)**

Principals will be evaluated using the Reeves rubric for educational leadership. Each of the following dimensions will be assigned 0-4 points as follows:

Each sub-component will be assigned a score 1-4 based on the totality of the evidence gathered over multiple school visits. The scores of these sub-components will be averaged to create a 1-4 score for each dimension. The final score for each dimension will be totaled and multiplied by 1.25 to create a final score of 0-50.

- Resilience
- Personal Behavior and Professional Ethics
- Student Achievement
- Decision Making
- Communication
- Faculty Development
- Leadership Development
- Time/Task/Project Management
- Technology
- Personal Professional Development

Highly Effective = 4

Effective = 3

Developing = 2

Ineffective = 1

Note: If all of the sub-components of a leadership dimension are ineffective, the score for that dimension will be 0.

A mid-year review will be held in January to review progress towards goals, professional growth and development, school improvement, and to identify any possible areas of needed support.

**Goal Reflection (7 points)** By the end of the school year the Principal will complete and submit a final reflection report. The Principal and the Superintendent will meet for an end of year Annual Professional Performance Review.

During the year end Annual Professional Performance Review conference, the Principal and Superintendent will review documents/data pertaining to the past school year. Documents may include but not limited to: student data pertaining to building goals/grade level goals, performance data from local measures, student/teacher attendance, report card information, and such. This meeting will be set to accommodate the availability of the data and sufficient time to review them.

## Rubric for Goal Setting (Principals)

	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Goal for professional growth	Goal(s) is (are) not written or as written does (do) not reflect Board goals or ISLLC Standards	Goal(s) is (are) loosely aligned to Board goals, may serve to promote goal attainment or are somewhat reflective of ISLLC Standards	Goal(s) provide(s) a defined plan to promote mastery of performance in selected ISLLC Standards, likely attainment of Board goals, and are reflective of ISLLC standards	Goal(s) provide(s) exemplifies an articulate plan for the highest quality of performance aligned to Board goals and ISLLC Standards

## Rubric for Goal Reflection (Principals)

	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
	<b>1</b>	<b>3</b>	<b>5</b>	<b>7</b>
Goal Attainment	Selection does not reflect learning related to the ISLLC Standards, is not connected to the professional growth goal, and there is no evidence of reflection	Selection relates to some of the characteristics for growth identified in the ISLLC Standards, the action plan and activities are loosely connected to the professional growth goal, and there is little evidence of reflection	Selection reflects mastery of performance in selected ISLLC Standards. The action plan activities and reflection are connected to the professional growth goal. There is sufficient evidence of reflection including suggestions for improvement	Selection exemplifies the highest quality of performance aligned to ISLLC Standards. The action plan activities and reflection are connected to the professional growth goal. The evidence of reflection includes examples which are aligned to the standards, specific, and relevant to the teacher. The suggestions for improvement are specific, provide clarity, are measurable, and resources for continual improvement are identified.

Note: If the goal reflection is not completed, then the score will be 0.  
 If the principal is rated ineffective on each subcomponent of each dimension of the rubric, then the principal will receive an overall score of 0 for the other measures component of their APPR.

## ***IX. Principal Improvement Plans (PIPs)***

- A. Upon a principal rating of “Developing” or “Ineffective” through the APPR, the District shall develop and commence implementation of a Principal Improvement Plan (PIP) for the individual principal.
- B. The PIP shall be developed locally. Negotiations are required for the format for such principal improvement plans. PIPs must be implemented no later than 10 days after the date on which principals are required to report prior to the opening of classes for the school year
- C. In accordance with Commissioner’s regulations, each individual PIP must include at least:

Identification of needed areas of improvement

A timeline for achieving improvement; not to be less than one semester.

The manner in which improvement will be assessed

Where appropriate, differentiated activities to support the individual’s improvement in those areas.

Specific improvement goal/outcome statements.

Specific improvement action steps/activities

A formative evaluation process documenting meetings scheduled throughout the year to assess progress.

A formal, written summative assessment delineating progress made.

- D. The PIP shall describe the professional learning activities the principal is expected to complete and these shall be connected to the areas needing improvement.
- E. “Artifacts” that the principal must produce should be described to serve as benchmarks of his or her improvement and as evidence for the final stage of the improvement plan.
- F. The supervisor shall state in the PIP the additional support and assistance that the principal will receive.
- G. In the final stages of the PIP, the principal shall meet with his or her supervisor to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the principal.
- H. **Below is the District’s Principal Improvement Plan (PIP) and the required and agreed upon process, format, and elements:**

### PRINCIPAL IMPROVEMENT PLAN

It is the goal of the Allegany-Limestone Central School District to provide its students, staff, and community with effective educational leaders. Improvement plans are roadmaps for success, rather than disciplinary tools, and it is with in mind that plans will be developed when required.

In the event a principal has an overall performance rating of “ineffective” or “developing”, as determined by the Superintendent or designee, a principal improvement plan (PIP) encompassing all areas rated “ineffective” or “developing” must be formulated and implemented for that principal. The APPR and any necessary improvement plans will be constructed using the New York State Teaching Standards and ISLLC Educational Leadership Policy Standards: ISLLC 2008.

The PIP may include one or more of the following:

- Assignment of a mentor
- Workshop(s), Conference(s), or Training
- Peer observation
- Coursework
- Book study or literature review
- Other professional activities as determined by the evaluator

The PIP should specifically identify those areas which are in need of improvement and the evidence that would be acceptable for showing improvement, as well as, the specific activities the leader would engage in to develop his or her skills in that specific area. Copies of the PIP will be given to both the principal and superintendent.

### Timeline

The PIP is to be developed and commenced no later than ten (10) calendar days before the first day of classes in the school year. The PIP will include a timeline for achieving improvement. Monthly meetings will be held with the Superintendent or designee to discuss monthly progress, the effectiveness of the identified strategies, and make adjustments when necessary. A written summary by the Superintendent of feedback on progress shall be given within 5 business days of each meeting.

The principal will provide bimonthly reflections (December, February, and April) regarding the progress made on the plan. The PIP will be completed and reviewed by the principal and superintendent on or before July 31. A formal, final written summative assessment will be made by the Superintendent delineating progress made with an opportunity for comments by the principal.

***Allegheny- Limestone Central School  
Principal Improvement Plan***

<b>Date:</b>	<b>Implementation Year:</b> _____ <b>to</b> _____
<b>Principal's name:</b>	<b>Evaluator:</b>
<b>Plan type:</b> ___self ___peer ___mentor ___other: _____	
<b>Colleagues involved:</b>	
<b>Area(s) requiring improvement:</b>	
<b>Measurable objective(s) and timeline:</b>	
<b>Strategies:</b>	
<b>Evaluation:</b> (Be specific regarding the method to be used for measuring success.)	

**Principal signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## **METHOD FOR IMPROVING PROFESSIONAL PERFORMANCE**

### **PEER MENTORING**

Peer Mentoring is a program to help educational leaders be successful. A mentor can provide the insight, ideas, assistance, and resources needed for successful leadership. All full-time, first year probationary principals may be assigned a mentor by the Superintendent. Every effort will be made to provide a mentor who is currently, or has experience in, an equivalent grade level leadership.

### **PEER COACHING**

A professional educator is continually trying to learn and improve. A tenured educator may elect to work with a peer coach, the administrator should consider input from the staff member who is recommended for, or is requesting, peer coaching assistance. The educator and the peer coach shall identify areas in need of improvement based upon the previous year's Annual Professional Performance Review and End-of-Year Evaluation. The peer coach then shall provide guidance and support to the colleague to address the areas in need of improvement.

### **WORKSHOP ASSISTANCE**

Attendance at pertinent workshops or in-service sessions may be assigned, or requested by the educator with approval of the administrator.

### **PEER OBSERVATION**

Educators may elect or be assigned to observe other professional staff.

### **OTHER PROFESSIONAL ACTIVITIES**

Participation in a variety of educational activities intended to provide professional growth and development opportunities is encouraged.

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

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

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature: Date: 8/5/14

*Karen Heelan*

Teachers Union President Signature: Date: 8-5-14

*Karen Luchs 8-5-14*

Administrative Union President Signature: Date:

*David M. Taylor 8-6-14*

Board of Education President Signature: Date: 8/5/14

*Joseph E. Ferrini*

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

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

Superintendent / District Superintendent / Chancellor Signature:      Date: 8/5/14