



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

Commissioner of Education
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October 21, 2014

Revised

Ms. Anita Murphy, Superintendent
Altmar-Parish-Williamstown Central School District
639 County Route 22
Parish, NY 13131

Dear Superintendent Murphy:

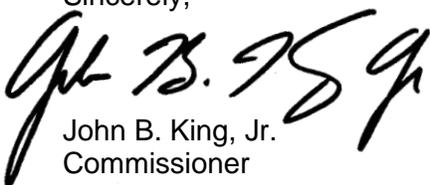
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your 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: Christopher J. Todd

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 Wednesday, August 06, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 460102040000

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

460102040000

1.2) School District Name: ALTMAR PARISH-WILLIAMSTOWN CSD

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

ALTMAR PARISH-WILLIAMSTOWN 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 districts, BOCES, or charter schools that did not have an approved APPR plan in the previous school year, 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 previous 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 Wednesday, September 24, 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 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	APWCSD District Developed Assessment for Grade K ELA
1	District, regional, or BOCES-developed assessment	APWCSD District Developed Assessment for Grade 1 ELA
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	APWCSD District Developed Assessment for Grade 2 ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

All student learning objectives for K-2 ELA will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets approved by building principals based on students prior academic history. District developed post tests will be utilized to determine if targets were met. HEDI criteria will be based on Appendix 1 uploaded as part of this plan. For grade 3 ELA all student learning objectives will be based on

individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets that will be approved by with building principals based on students prior academic history. The state assessment will be utilized to determine if targets were met. HEDI criteria will be based on Appendix 1 uploaded as part of this plan.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

For grades K - 2 ELA teachers who have exceeded their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Highly Effective (18 - 20). This is well above district goals.
For grade 3 ELA teachers who have exceeded their targets based on the NYS ELA Examination for Grade 3 (as described in Appendix 1) will receive a rating of Highly Effective (18 - 20). This is well above district goals.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

For grades K - 2 ELA teachers who have met their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Effective (9 - 17). This is the district goal.
For grade 3 ELA teachers who have met their targets based on the NYS ELA Examination for Grade 3 (as described in Appendix 1) will receive a rating of Effective (9 - 17). This is the district goal.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

For grades K - 2 ELA teachers who have not met their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Developing (3 - 8). This is below the district goal.
For grade 3 ELA teachers who have not met their targets based on the NYS ELA Examination for Grade 3 (as described in Appendix 1) will receive a rating of Developing (3 - 8). This is below the district goal.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

For grades K - 2 ELA teachers who have not met their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Ineffective (0 -2). This is well below the district goal.
For grade 3 ELA teachers who have not met their targets based on the NYS ELA Examination for Grade 3 (as described in Appendix 1) will receive a rating of Ineffective (0 - 2). This is well below the district goal.

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	APWCSD District Developed Assessment for K math
1	District, regional, or BOCES-developed assessment	APW District Developed Assessment for Grade 1 Math
2	District, regional, or BOCES-developed assessment	APW District Developed Assessment for Grade 2 Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>All student learning objectives for K-2 Math will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets approved by building principals based on students prior academic history. District developed post tests will be utilized to determine if targets were met. HEDI criteria will be based on Appendix 1 uploaded as part of this plan.</p> <p>For grade 3 Math all student learning objectives will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets that will be approved by with building principals based on students prior academic history. The state assessment will be utilized to determine if targets were met. HEDI criteria will be based on Appendix 1 uploaded as part of this plan.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>For grades K - 2 Math teachers who have exceeded their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Highly Effective (18 - 20). This is well above district goals.</p> <p>For grade 3 Math teachers who have exceeded their targets based on the NYS Mathematics Examination for Grade 3 (as described in Appendix 1) will receive a rating of Highly Effective (18 - 20). This is well above district goals.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>For grades K - 2 Math teachers who have met their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Effective (9 - 17). This is the district goal.</p> <p>For grade 3 Math teachers who have met their targets based on the NYS Mathematics Examination for Grade 3 (as described in Appendix 1) will receive a rating of Effective (9 - 17). This is the district goal.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>For grades K - 2 Math teachers who have not met their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Developing (3 - 8). This is below the district goal.</p> <p>For grade 3 Math teachers who have not met their targets based on the NYS Mathematics Examination for Grade 3 (as described in Appendix 1) will receive a rating of Developing (3 - 8). This is below the district goal.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>For grades K - 2 Math teachers who have not met their targets based on district developed assessments (as described inn Appendix 1) will receive a rating of Ineffective (0 -2). This is well below the district goal.</p> <p>For grade 3 Math teachers who have not met their targets based on the NYS Mathematics Examination for Grade 3 (as described in Appendix 1) will receive a rating of Ineffective (0 - 2). This is well below the district goal.</p>

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	APWCSD District Developed Assessment for Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	APWCSD District Developed Assessment for Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All student learning objectives for Grade 6 -7 Science will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets approved by building principals based on students prior academic history. District developed post tests will be utilized to determine if targets were met. HEDI criteria will be based on Appendix 1 uploaded as part of this plan. For grade 8 Science all student learning objectives will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets in approved by building principals based on students prior academic history. The state assessment will be utilized to determine if targets were met. HEDI criteria will be based on Appendix 1 uploaded as part of this plan.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For grades 6 - 7 science teachers who have exceeded their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Highly Effective (18 - 20). This is well above district goals. For grade 8 science teachers who have exceeded their targets based on the NYS Science Examination for Grade 8 (as described in Appendix 1) will receive a rating of Highly Effective (18 - 20). This is well above district goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For grades 6 - 7 science teachers who have met their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Effective (9 - 17). This is the district goal. For grade 8 science teachers who have met their targets based on the NYS science Examination for Grade 8 (as described in Appendix 1) will receive a rating of Effective (9 - 17). This is the district goal.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For grades 6 -7 science teachers who have not met their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Developing (3 - 8). This is below the district goal.

For grade 8 science teachers who have not met their targets based on the NYS science Examination for Grade 8 (as described in Appendix 1) will receive a rating of Developing (3-8). This is below the district goal.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

For grades 6 -7 science teachers who have not met their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Ineffective (0 -2). This is well below the district goal.

For grade 8 science teachers who have not met their targets based on the NYS science Examination for Grade 8 (as described in Appendix 1) will receive a rating of Ineffective (0 - 2). This is well below the district goal.

2.5) Grades 6-8 Social Studies

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

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

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

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

All student learning objectives for Grade 6 -8 Social Studies will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets approved by building principals based on students prior academic history. District developed post tests will be utilized to determine if targets were met. HEDI criteria will be based on Appendix 1 uploaded as part of this plan.

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

For grades 6 - 8 Social Studies teachers who have exceeded their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Highly Effective (18 - 20). This is well above district goals.

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

For grades 6 - 8 Social Studies teachers who have met their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Effective (9 - 17). This is the district goal.

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

For grades 6 -8 Social Studies teachers who have not met their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Developing (3 - 8). This is below the district goal.

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

For grades 6 -8 Social Studies teachers who have not met their targets based on district developed assessments (as described in

Appendix 1) will receive a rating of Ineffective (0 -2). This is well below the district goal.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	APWCSD District Developed Assessment for Global 1

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All student learning objectives for Global Studies 1 will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student learning targets approved by building principals based on students prior academic history. District developed post tests will be utilized to determine if targets were met. HEDI criteria will be based on Appendix 1 uploaded as part of this plan. For Global Studies 2 and American History all student learning objectives will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets approved by principals based on students prior academic history. The Regents assessment will be utilized to determine if targets were met. HEDI criteria will be based on Appendix 1 uploaded as part of this plan.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For Global 1 teachers who have exceeded their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Highly Effective (18 - 20). This is well above district goals. For Global Studies 2 and American History teachers who have exceeded their targets based on the NYS Regents Examination (as described in Appendix 1) will receive a rating of Highly Effective (18 - 20). This is well above district goals.
Effective (9 - 17 points) Results meet District goals for similar students.	For Global 1 teachers who have met their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Effective (9 - 17). This is the district goal.

For Global Studies 2 and American History teachers who have met their targets based on the NYS Regents Examinations (as described in Appendix 1) will receive a rating of Effective (9 - 17). This is the district goal.

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

For Global Studies 1 teachers who have not met their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Developing (3 - 8). This is below the district goal.
For Global Studies 2 and American History teachers who have not met their targets based on the NYS Regents Examinations (as described in Appendix 1) will receive a rating of Developing (3 - 8). This is below the district goal.

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

For Global Studies 1 teachers who have not met their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Ineffective (0 -2). This is well below the district goal.
For Global Studies 2 and American History teachers who have not met their targets based on the NYS Regents Examinations (as described in Appendix 1) will receive a rating of Ineffective (0 - 2). This is well below the district goal.

2.7) High School Science Regents Courses

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

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

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

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

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

For Regents Science courses all student learning objectives will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets approved by building principals based on students prior academic history. The Regents assessment will be utilized to determine if targets were met. HEDI criteria will be based on Appendix 1 uploaded as part of this plan.

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

For all Regents level Science teachers who have exceeded their targets based on the NYS Regents Examination (as described in Appendix 1) will receive a rating of Highly Effective (18 - 20). This is well above district goals.

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

For all Regents level Science teachers who have met their targets based on the NYS Regents Examinations (as described in

Appendix 1) will receive a rating of Effective (9 - 17). This is the district goal.

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

For all Regents level Science teachers who have not met their targets based on the NYS Regents Examinations (as described in Appendix 1) will receive a rating of Developing (3-8). This is below the district goal.

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

For all Regents level Science teachers who have not met their targets based on the NYS Regents Examinations (as described in Appendix 1) will receive a rating of Ineffective (0 -2). This is well below the district goal.

2.8) High School Math Regents Courses

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

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

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

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

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

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

For Regents mathematics courses all student learning objectives will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets approved by building principals based on students prior academic history. The Regents assessment will be utilized to determine if targets were met. HEDI criteria will be based on Appendix 1 uploaded as part of this plan. For Common Core Algebra I courses, the district will be administering both the NYS Common Core and the NYS Integrated Algebra Examinations. The district will utilize the higher of the two scores for this purpose. For Common Core Algebra I and Geometry courses, the district will be administering both the NYS Common Core and the NYS Integrated Algebra and NYS Geometry (2005 standards) Examinations. The district will utilize the higher of the two scores for this purpose.

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

For all Regents level mathematics teachers who have exceeded their targets based on the NYS Regents Examination (as described in Appendix 1) will receive a rating of Highly Effective (18 - 20). This is well above district goals.

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

For all Regents level mathematics teachers who have met their targets based on the NYS Regents Examinations (as described in Appendix 1) will receive a

rating of Effective (9 -17). This is the district goal.

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

For all Regents level mathematics teachers who have not met their targets based on the NYS Regents Examinations (as described in Appendix 1) will receive a rating of Developing (3- 8). This is below the district goal.

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

For all Regents level mathematics teachers who have not met their targets based on the NYS Regents Examinations (as described in Appendix 1) will receive a rating of Ineffective (0 -2). This is well below the district goal.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	APWCSD District Developed Assessment for Grade 9 ELA
Grade 10 ELA	District, regional or BOCES-developed assessment	APWCSD District Developed Assessment for Grade 10 ELA
Grade 11 ELA	Regents assessment	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.

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

All student learning objectives for Grade 9 and 10 ELA will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets approved by building principals based on students prior academic history. District developed post tests will be utilized to determine if targets were met. HEDI criteria will be based on Appendix 1 uploaded as part of this plan. Students will receive common core instruction in all English Language Arts courses. For Grade 11 ELA all student learning objectives will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets approved by building principals based on students prior academic history. For students in Common Core ELA courses the District will be administering the NYS Common Core Examination. HEDI criteria will be based on Appendix 1 uploaded as a part of this plan.

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

For grades 9 and 10 ELA who have exceeded their targets based on district developed assessments (as described in Appendix 1)

will receive a rating of Highly Effective (18 - 20). This is well above district goals.
 For grade 11 teachers who have exceeded their targets based on the NYS Regents Examination (as described in Appendix 1) will receive a rating of Highly Effective (18 - 20). This is well above district goals.

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

For grades 9 and 10 ELA teachers who have met their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Effective (9 - 17). This is the district goal.
 For grade 11 teachers who have met their targets based on the NYS Regents Examination. (as described in Appendix 1) will receive a rating of Effective (9 - 17). This is the district goal.

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

For grades 9 and 10 ELA teachers who have not met their targets based on district developed assessments (as described in Appendix 1) will receive a rating of Developing (3 - 8). This is below the district goal.
 For grade 11 ELA teachers who have not met their targets based on the NYS Regents Examination (as described in Appendix 1) will receive a rating of Developing (3 - 8). This is below the district goal.

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

For grades 9 and 10 ELA teachers who have not met their targets based on district developed assessments (as described in Appendix 1) will received a rating of Ineffective (0 -2). This is well below the district goal.
 For grade 11 teachers who have not met their targets based on the NYS Regents Examination (as described in Appendix 1) will receive a rating of Ineffective (0 - 2). This is well below the district goal.

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 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
All Other Teachers Not Named Above	District, Regional or BOCES-developed	APWCSD District Developed Assessment for all other subjects

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.

For all other courses or subjects all student learning objectives will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets approved by building

principals based on students prior academic history. Locally developed assessments will be utilized to determine if targets were met. HEDI criteria will be based on Appendix 1 uploaded as part of this plan.

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

For all other courses or subjects teachers who have exceeded their targets based on locally developed assessments (as described in Appendix 1) will receive a rating of Highly Effective (18 - 20). This is well above district goals.

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

For all other courses or subjects teachers who have met their targets based on the locally developed assessments (as described in Appendix 1) will receive a rating of Effective (9 - 17). This is the district goal.

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

For all other courses or subjects teachers who have not met their targets based on the locally developed assessments (as described in Appendix 1) will receive a rating of Developing (3 - 8). This is below the district goal.

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

For all other courses or subjects teachers who have not met their targets based on locally developed assessments (as described in Appendix 1) will receive a rating of Ineffective (0 - 2). This is well below the district goal.

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

(No response)

2.11) HEDI Tables or Graphics

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

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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 Locally Developed Controls

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	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)

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Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.
5	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.
6	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.
7	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.
8	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.

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

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

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

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

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.
5	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.
6	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.
7	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.
8	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.

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

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

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

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.

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	See local measures attachment. Appendix 2.
1	6(ii) School-wide measure computed locally	See local measures attachment. Appendix 2.
2	6(ii) School-wide measure computed locally	See local measures attachment. Appendix 2.
3	6(ii) School-wide measure computed locally	See local measures attachment. Appendix 2.

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

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

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

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	See local measures attachment. Appendix 2.
1	6(ii) School-wide measure computed locally	See local measures attachment. Appendix 2.
2	6(ii) School-wide measure computed locally	See local measures attachment. Appendix 2.
3	6(ii) School-wide measure computed locally	See local measures attachment. Appendix 2.

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

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

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

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

See local measures attachment. Appendix 2.

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	Not applicable	See local measures attachment. Appendix 2.
7	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.
8	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.

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

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

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	Not applicable	See local measures attachment. Appendix 2.
7	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.
8	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.

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

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

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

3.8) High School Social Studies

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

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

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

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

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

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

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.
Earth Science	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.
Chemistry	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.
Physics	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.

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

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

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

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.
Geometry	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.
Algebra 2	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.

For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

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.

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

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.
Grade 10 ELA	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.
Grade 11 ELA	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.

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.	See local measures attachment. Appendix 2.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment. Appendix 2.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment. Appendix 2.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment. Appendix 2.

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

See local measures attachment. Appendix 2.

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
All Other Courses K-6	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.
All Other Courses 7-12	6(ii) School wide measure computed locally	See local measures attachment. Appendix 2.

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

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

(No response)

3.13) HEDI Tables or Graphics

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

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 Locally Developed Controls

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.

Based on utilizing the school-wide method the Altmar Parish Williamstown Central School District will have no teachers that will have multiple locally selected measures that will need to be changed into a single subcomponent.

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.	Checked
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.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, September 24, 2014

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4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	NYSUT Teacher Practice Rubric
Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered 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]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, 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.

All standards will be evaluated using the NYSUT Teacher Practice Rubric. Teachers will earn points based on evidence submitted, collected, and evaluated using the NYSUT Practice Rubric. Points for each evaluated indicator will be assigned as follows:

Ineffective = 1

Developing = 2

Effective = 3

Highly Effective = 4

All ratings will be averaged together into a final overall rubric score and converted using the attached chart.

The raw score will then be converted to composite points as outlined in the attached table.

The rubric value listed is the minimum score necessary to achieve the corresponding HEDI point value. Scores from multiple ratings will be averaged.

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/12179/1499133-eka9yMJ855/APPENDIX 3 - Calculation of Other Measures.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The teacher would be Highly Effective for the other measures subcomponent if his or her score were a 59-60
Effective: Overall performance and results meet NYS Teaching Standards.	The teacher would be Effective for the other measures subcomponent if his or her score were a 57-58
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The teacher would be Developing for the other measures subcomponent if his or her score were a 50-56
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The teacher would be Ineffective for the other measures subcomponent if his or her score were a 0-49

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	4
Enter Total	6

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	2
Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Tuesday, August 12, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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 Wednesday, September 24, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. 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/12193/1499135-Df0w3Xx5v6/APWCSD APPR Appendix 4 - Teacher Improvement Plan.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The following process is intended for composite score ratings of developing or ineffective only.

Stage 1 – No later than ten (10) school days from the date when the teacher receives the annual summative professional performance review [composite score] or ten school days from receipt of a teacher improvement plan, he/she must submit a detailed written description of the specific areas of disagreement regarding the performance review to a joint committee that will contain one

representative of the teachers union (chosen by the President of the APW teachers association) and one representative chosen by the superintendent of schools. This committee shall be called the Appeals Committee. If a teacher is challenging the issuance of an improvement plan, appeals must be filed within ten (10) school days of placement on such plan. Any and all documents and/or materials having relevance to the appeal must be submitted as attachments. A copy of the performance review being appealed must also be included. Due to unforeseen circumstances, an additional extension of five (5) school days may be requested by the teacher and/or APWFA for the purpose of filing the appeal. Failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Stage 2 – Within ten (10) school days of receipt of an appeal, the Appeals Committee will decide on each appeal using a set of criteria that are mutually agreed upon by the APWFA President and Superintendent of Schools . The committee will issue a formal response to the teacher within this time frame. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the committees response and are relevant to the resolution of the appeal. A meeting, between the evaluator, the teacher, and the teacher’s union representation at the request of the teacher, will take place within five (5) school days of the committees response to discuss identified areas of disagreement and to attempt to come to a resolution of those issues.

If the appeals committee agrees on a resolution of an appeal, the committee's decision is final. If the Appeals committee cannot agree on resolution of an appeal, the appeal will be given to an uninterested party for resolution. This person will be chosen jointly by the Superintendent of Schools and the President of the APW Faculty Association. The judgment of the third party will be made within 60 days of the third parties receipt of the appeal, is final and will not be subject to grievance or other provisions in the APW Faculty Association Contract.

The appeals committee, has the authority to modify a rating immediately if it has been affected by substantial error or defect, or order a re-evaluation if procedures have been violated. Examples that constitute immediate approval of an appeal include, but are not limited to the following:

- the evaluator not conducting the observations for the specified time periods,
- the evaluator not providing feedback within the specified time periods,
- the evaluator not conducting post-observation conferences within the specific time periods,
- the evaluator not conducting a pre-observation conference prior to conducting a formal observation.

The grounds for an appeal are those enumerated in 3012-C.

No disciplinary action predicated upon ineffective performance shall be taken by the District against a teacher until the appeal process has been concluded.

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.

The Altmar Parish Williamstown Central School District Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation.

The “Lead Evaluator” is the administrator who is primarily responsible for a teacher’s evaluation under Chapter 103. The term ‘evaluator’ shall include any administrator who conducts an observation or evaluation of a teacher. The district will utilize the BOCES Network Team evaluator training and lead evaluator training for certification in accordance with SED procedures and processes.. The training will occur on a monthly basis throughout the school year with the total training time commensurate with SED expectations. Lead evaluator training will include training on:

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;
4. Application and use of the teacher or principal rubric(s), 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 locally selected measures of student achievement used by the district evaluate its teachers or principals;

7. Use of the Statewide Instructional Reporting System;
8. The scoring methodology 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; and
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Upon completion of the initial year-long trainings for evaluators and lead evaluators, administrators will be certified as lead evaluators. Follow up training for evaluators/lead evaluators will be provided by the Oswego County BOCES Network Team. The training will support the continued growth in understanding of the elements of performance review listed above; Administrators who complete the annual follow-up training will be recertified as lead evaluators. The BOE designates the superintendent to ensure that lead evaluators participate in the initial yearlong training for lead evaluators and then participate in the ongoing training on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. The Oswego County BOCES Network Team will be utilized to provide the initial training as well as the ongoing annual training. The initial training for evaluators/lead evaluators and the annual training, thereafter for the purposes of continued growth will maintain inter-rater reliability of evaluators over time. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

If a building principal was certified by his or her district as a lead evaluator (meaning that he or she was properly trained to be an evaluator), his or her evaluations of teachers will not be declared invalid if the principal receives a Developing or Ineffective rating.

Any evaluator (administrator or supervisor) who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation and shall be employed by the District as a full time administrator. Should an existing administrator be reduced to part time, he/she may continue to do observations and evaluations. Such training shall include application and use of the State-approved teacher practice rubric selected by the parties for use in evaluations.

The District will maintain a list of trained certified and recertified lead evaluators. This list will be provided to the Association at the beginning of the school year upon request

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Tuesday, August 12, 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):

K-6
7-8
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)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

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

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
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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.	Not applicable. All principals covered in 7.1 above
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable.

Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test). Not applicable.

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.

Not applicable. No adjustments, controls, or other special considerations will be needed.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	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

7.6) Assurances -- Comparable Growth Measures 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
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7.6) Assurances -- Comparable Growth Measures 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
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8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, September 24, 2014

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 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	Locally Selected Measures. See Appendix 2
7-8	(d) measures used by district for teacher evaluation	Locally Selected Measures. See Appendix 2.
9-12	(d) measures used by district for teacher evaluation	Locally Selected Measures. See Appendix 2

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

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/12190/1499137-qBFVOWF7fC/93385209-APW APPR 14 15 APPENDIX 2_1.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 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and

subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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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.	Not applicable. All principals addressed in 8.1
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable.

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.

Not applicable. No adjustments, controls, or other special considerations will be needed.

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.

Based on the school-wide method the Altmar Parish Williamstown Central School District will have no principals that will have multiple locally selected measures that will need to be changed into a single subcomponent.

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 Wednesday, September 24, 2014

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9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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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]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, 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.	(No response)
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is 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.

The Multidimensional Principal Performance Rubric will be used to evaluate the principal’s effectiveness. Through mutual agreement, one indicator of each domain will be chosen as an area of focus. Regardless of the area of focus chosen, any evidence provided for any part of the rubric will still be rated. Each of the six domains will be given a value of 1-4. A point value of 1 recognizes that there is limited/no evidence available which, in turn, indicates that the principal’s performance results do not meet the level of performance expected by the District and would receive an Ineffective HEDI rating. A point value of 2 would indicate that some evidence was available to indicate that the principal’s performance and results need improvement and would result in a Developing HEDI rating. A point value of 3 recognizes that sufficient evidence is available to indicate that the principal's overall performance and results meet the level of performance that would result in an Effective HEDI rating. Finally, a point value of 4 recognizes that there is an abundance of evidence available to show that the principal's overall performance and results exceed the level of performance that would result in a Highly Effective HEDI rating.

The Superintendent of Schools or trained designee such as the Assistant Superintendent for Instruction and the Principal will collaboratively decide upon the quality of the evidence gathered for each of the performance indicators within the six domains. Upon completion of assigning point values for each of the six domains, the values will be added up and an average will be determined. A conversion chart will be used to translate the numerical value of the average into a composite rating for the 60 points. All scores will be rounded using standard mathematical operations and will not result in a principal's promotion from one band to the next. The rubric value listed is the minimum score necessary to achieve the cooresponding HEDI point value.

See charts below:

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

[assets/survey-uploads/5143/132206-pMADJ4gk6R/APWCSD 60% Other Measures 9.7 Principals \(revised 12-31-2012 gdh\)_1.pdf](#)

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

Highly Effective: Overall performance and results exceed standards.	Based on the District's goals and priorities the principal's overall performance and results exceeds the level of performance expected as assessed by the Multidimensional Rubric and would receive a rating of
---	---

	Highly Effective if a score of 59-60 is achieved.
Effective: Overall performance and results meet standards.	Based on the District's goals and priorities the principal's overall performance and results meets the level of performance expected as assessed by the Multidimensional Rubric and would receive a rating of Effective if a score of 57-58 is achieved.
Developing: Overall performance and results need improvement in order to meet standards.	Based on the District's goals and priorities the principal's overall performance and results needs improvement in order to meet the level of performance expected as assessed by the Multidimensional Rubric and would receive a rating of Developing if a score of 50-56 is achieved.
Ineffective: Overall performance and results do not meet standards.	Based on the District's goals and priorities the principal's overall performance and results does not meet the level of performance expected as assessed by the Multidimensional Rubric and would receive a rating of Ineffective if a score of 0-49 is achieved.

Please provide the locally-negotiated 60 point scoring bands.

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

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	1
By trained independent evaluator	0
Enter Total	4

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, August 12, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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, September 24, 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/5276/132208-Df0w3Xx5v6/APWCSD APPR Plan for Principals - Appendix 10 - Principal Improvement Plan.pdf](#)

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:

In accordance with New York State Education Law §3012-c and Commissioner's Regulations §30-12.11 the following procedure is the exclusive means to initiate, review and resolve any and all appeals for member's of the APWAA.

Appeals of annual professional performance reviews are limited to those that rate a tenured principal as "developing" and "ineffective"

only. The scope of the appeals procedure under Education Law §3012-c shall be limited to the following subjects:

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

A principal may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity with one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void.

In an appeal, the principal has the responsibility of demonstrating a clear and legal right to the relief requested and the responsibility of establishing the facts upon which the petitioner seeks relief .

A principal may not initiate an appeal until they receive their composite score.

A pending appeal under this plan will not serve to delay or interfere with the decision of the District to deny tenure or terminate a probationary principal for statutorily and constitutionally permissible reasons other than the principal's performance that is the subject of the appeal, and in no case can an appeal create delays that result in a principal obtaining tenure by estoppels.

The Altmar Parish Williamstown Annual Professional Performance Review for Principals Appeal Procedure shall be:

Stage 1 – No later than ten (10) school days from the date when the principal receives the annual summative professional performance review, he/she must submit a detailed written description of the specific areas of disagreement regarding the performance review to the Superintendent of Schools. Any and all documents and/or materials having relevance to the appeal must be submitted as attachments. A copy of the performance review being appealed must also be included. Any information not submitted at the time the appeal is filed shall not be considered. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Stage 2 – Within fifteen (15) school days of receipt of an appeal, the Superintendent of Schools who issued the performance review must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the Superintendent's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response including any and all additional information. If the Superintendent of Schools upholds the appeal by agreeing that an error has been made, the changes can be made immediately. If the Superintendent disagrees with the documentation provided the appeal is denied.

Stage 3 – Should the principal wish to pursue an appeal denial by the Superintendent, the decision shall be rendered by a three person review panel. Within five (5) school days of Stage 2 above, a review panel comprised of one administrator appointed by the APWAA, an administrator appointed by the Superintendent, and a Board of Education member mutually agreed upon by the APWAA and the Superintendent. The panel shall issue a written decision on the merits of the appeal no later than thirty (30) school days from the date when the principal filed his/her appeal. The panel's decision shall be final and binding.

Non-tenured principals will not have the right to appeal their overall composite score or summative annual professional performance review. Non-tenured principals may add a written response to the annual evaluation which will be kept in his/her personnel file with the annual evaluation.

Exclusivity of §3012-C Appeal Procedure

The 3012-c appeal procedure herein outlined shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal's performance review. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review except as otherwise authorized by law.

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.

The Altmar Parish Williamstown Central School District Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation.

The district will utilize the BOCES Network Team evaluator training and lead evaluator training for certification in accordance with SED procedures and processes. The training will occur on a monthly basis throughout the school year with the total training time commensurate with SED expectations. Lead evaluator training will include training on:

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;
4. Application and use of the teacher or principal rubric(s), 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 locally selected measures of student achievement used by the district evaluate its teachers or principals;
7. Use of the Statewide Instructional Reporting System;
8. The scoring methodology 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; and
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Upon completion of the initial year-long trainings for evaluators and lead evaluators, administrators will be certified as lead evaluators. Follow up training for evaluators/lead evaluators will be provided by the Oswego County BOCES Network Team. The training will support the continued growth in understanding of the elements of performance review listed above; Administrators who complete the annual follow-up training will be recertified as lead evaluators. The BOE designates the superintendent to ensure that lead evaluators participate in the initial yearlong training for lead evaluators and then participate in the ongoing training on an annual basis for purposes of continued growth in understanding of the principal performance evaluation process. The Oswego County BOCES Network Team will be utilized to provide the initial training as well as the ongoing annual training. The initial training for evaluators/lead evaluators and the annual training, thereafter for the purposes of continued growth will maintain inter-rater reliability of evaluators over time. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Tuesday, October 21, 2014

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/12158/1499142-3Uqgn5g9Iu/APPR final signatures.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.

ALTMAR PARISH WILLIAMSTOWN APPR PLAN

APPENDIX 1

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16	80 – 81
17	82 – 84
18	85 – 90
19	91 – 95
20	96 – 100

APPENDIX 2 - Local 20% Measures

Chart 1: Explanation of Assessments and Local Measures Subcomponents:

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

For K-6 schools and 7 – 8 schools, the group HEDI score shall be based upon the increase in actual student proficiency in the NYS ELA and Math assessments. An increase in student proficiency shall be defined as a student’s increase in both content knowledge and level of competency as demonstrated by movement from one proficiency band to a higher proficiency band (i.e. moving from a Mid-Level II on the Grade 3 ELA to a High Level II on the Grade 4 ELA– see chart 2) as compared to the prior grade level assessment. The percent increase in proficiency shall be based upon the total number of students who sat for the 4-8 NYS ELA and/or Math assessment and the number of students who had increased proficiency. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Charts 4A and 4B below. Please note that only assessments in a given building will be used to assign points to teachers/principals in that building.

For 9-12 schools, the group HEDI score shall be based upon the increase in student proficiency in the five NYS Regents examinations listed in the chart above. For purposes of this paragraph, an increase in student proficiency shall mean an increase in the average test score for each examination. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Chart 4A and 4B below. The final HEDI rating for the school shall be the average HEDI points awarded. Please note that only assessments in a given building will be used to assign points to teachers/ principals in that building.

Chart 2: Illustrative Example of Low, Mid and High – Please note that changes in scaled score ranges will not effect this calculation as scaled score ranges will be spilt into thirds.

English Language Arts 12 - 13 Scaled Score

	Level 1			Level 2			Level 3			Level 4		
	Low 1	Mid 1	High 1	Low 2	Mid 2	High 2	Low 3	Mid 3	High 3	Low 4	Mid 4	High 4
Grade 3 ELA	148 - 200	201 - 260	261 - 290	291 - 300	301 - 309	310 - 319	320 - 333	334 - 346	347 - 357	358-380	381 - 405	406-423
Grade 4 ELA	139 - 189	190-245	246-286	287 - 298	299- 309	310-319	320-327	328-334	335-342	343-366	367-387	388-312
Grade 5 ELA	116-165	166-226	227-288	289-299	300-309	310-319	320-328	329-339	340 - 345	346-372	373-399	400-425
Grade 6 ELA	112-169	170-244	245-282	283-293	294-305	306-319	320-325	326 -331	332-337	338 - 364	365 - 390	391-412
Grade 7 ELA	103 - 165	166- 225	226 - 286	287 - 297	298-308	309-317	318-327	328-338	339 - 346	347 - 369	370 - 395	396-413
Grade 8 ELA	100- 160	161-220	221 - 283	284- 294	295-305	306-315	316 - 325	326-334	335-342	343- 359	370- 405	406-417

Mathematics 12 - 13 Scaled Score

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

Chart 3: Illustrative example change in Regents Examination Scores

School Name	Examination	Average Test Score In Building	Proficiency Band	Number of Students Represented
APWHS	Regents Common Core ELA	81	1 st time test takers	100
APWHS	Regents Common Core ELA	72	Multiple time test takers	15
APWHS	Integrated / Common Core Algebra	74	1 st time test takers	112
APWHS	Integrated/ Common Core Algebra	68	Multiple time test takers	21
APWHS	Regents US History and Government	84	1 st time test takers	105
APWHS	Regents US History and Government	69	Multiple time test takers	10
APWHS	Regents Global Studies	70	1 st time test takers	112
APWHS	Regents Global Studies	63	Multiple time test takers	21
APWHS	Regents Living Environment	82	1 st time test takers	102
APWHS	Regents Living Environment	68	Multiple time test takers	9

Chart 4A
Local Measures for all teachers/ principals not covered by VAM

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

Chart 4B
Local Measures for all teachers/ principals covered by VAM

HEDI Points	% +/- Proficiency
Ineffective	
0	-7.1 or lower
1	-6.1 to -7.0
2	-5.1 to -6.0
Developing	
3	-4.1 to -5.0
4	-2.5 to -4.0
5	-1.5 to -2.4
6	-1.4 to -0.1
7	0
Effective	
8	.1 – 1.4
9	1.5 – 2.9
10	3.0 to 3.4
11	3.5 to 3.9
12	4.0 to 4.4
13	4.5 – 4.9
Highly Effective	
14	5.0-5.7
15	5. 8 and greater

Process for describing HEDI categories:

Group measures will be used as described as above for all teachers/ principals in a given building. When value added measures are utilized Chart 4B will be used for calculating HEDI scores for all teachers/ principals in 7 and 8 schools and all teachers/ principals in K – 6 schools. When VAM are not utilized Chart 4A will be used to calculate HEDI scores for all teachers/ principals in K-6 and 7 – 8 schools. Group measures will be calculated as identified in the Chart 2 above for K-6 and 7 -8 Schools.

Group measures will be used as described as above for all teachers/ principals in a given building. When value added measures are utilized Chart 4B will be used for calculating HEDI scores for all teachers/ principals in 9 – 12 schools. When VAM are not utilized Chart 4A will be used to calculate HEDI scores for all teachers/ principals in 9-12 schools. Group measures will be calculated as identified in the Chart 3 above for 9-12 schools.

For 9 – 12 schools APWCSD will give both the NYS Integrated Algebra and the NYS Common Core assessment. For the purposes of local measures the highest score will be utilized for the 14-15 School year. APWCSD will give the Common Core assessment in Language Arts for students enrolled in common core courses. Please note that when the state completely transitions to Common Core assessments in Math and ELA APWCSD will utilize only Common Core assessments for the purposes of local measures.

HEDI Descriptions for Local Measures:

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

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

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

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

APPENDIX 2 - Local 20% Measures

Chart 1: Explanation of Assessments and Local Measures Subcomponents:

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

For K-6 schools and 7 – 8 schools, the group HEDI score shall be based upon the increase in actual student proficiency in the NYS ELA and Math assessments. An increase in student proficiency shall be defined as a student’s increase in both content knowledge and level of competency as demonstrated by movement from one proficiency band to a higher proficiency band (i.e. moving from a Mid-Level II on the Grade 3 ELA to a High Level II on the Grade 4 ELA– see chart 2) as compared to the prior grade level assessment. The percent increase in proficiency shall be based upon the total number of students who sat for the 4-8 NYS ELA and/or Math assessment and the number of students who had increased proficiency. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Charts 4A and 4B below. Please note that only assessments in a given building will be used to assign points to teachers/principals in that building.

For 9-12 schools, the group HEDI score shall be based upon the increase in student proficiency in the five NYS Regents examinations listed in the chart above. For purposes of this paragraph, an increase in student proficiency shall mean an increase in the average test score for each examination. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Chart 4A and 4B below. The final HEDI rating for the school shall be the average HEDI points awarded. Please note that only assessments in a given building will be used to assign points to teachers/ principals in that building.

Chart 2: Illustrative Example of Low, Mid and High – Please note that changes in scaled score ranges will not effect this calculation as scaled score ranges will be spilt into thirds.

English Language Arts 12 - 13 Scaled Score

	Level 1			Level 2			Level 3			Level 4		
	Low 1	Mid 1	High 1	Low 2	Mid 2	High 2	Low 3	Mid 3	High 3	Low 4	Mid 4	High 4
Grade 3 ELA	148 - 200	201 - 260	261 - 290	291 - 300	301 - 309	310 - 319	320 - 333	334 - 346	347 - 357	358 - 380	381 - 405	406 - 423
Grade 4 ELA	139 - 189	190 - 245	246 - 286	287 - 298	299 - 309	310 - 319	320 - 327	328 - 334	335 - 342	343 - 366	367 - 387	388 - 312
Grade 5 ELA	116 - 165	166 - 226	227 - 288	289 - 299	300 - 309	310 - 319	320 - 328	329 - 339	340 - 345	346 - 372	373 - 399	400 - 425
Grade 6 ELA	112 - 169	170 - 244	245 - 282	283 - 293	294 - 305	306 - 319	320 - 325	326 - 331	332 - 337	338 - 364	365 - 390	391 - 412
Grade 7 ELA	103 - 165	166 - 225	226 - 286	287 - 297	298 - 308	309 - 317	318 - 327	328 - 338	339 - 346	347 - 369	370 - 395	396 - 413
Grade 8 ELA	100 - 160	161 - 220	221 - 283	284 - 294	295 - 305	306 - 315	316 - 325	326 - 334	335 - 342	343 - 359	370 - 405	406 - 417

Mathematics 12 - 13 Scaled Score

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

Chart 3: Illustrative example change in Regents Examination Scores

School Name	Examination	Average Test Score In Building	Proficiency Band	Number of Students Represented
APWHS	Regents Common Core ELA	81	1 st time test takers	100
APWHS	Regents Common Core ELA	72	Multiple time test takers	15
APWHS	Integrated / Common Core Algebra	74	1 st time test takers	112
APWHS	Integrated/ Common Core Algebra	68	Multiple time test takers	21
APWHS	Regents US History and Government	84	1 st time test takers	105
APWHS	Regents US History and Government	69	Multiple time test takers	10
APWHS	Regents Global Studies	70	1 st time test takers	112
APWHS	Regents Global Studies	63	Multiple time test takers	21
APWHS	Regents Living Environment	82	1 st time test takers	102
APWHS	Regents Living Environment	68	Multiple time test takers	9

Chart 4A
Local Measures for all teachers/ principals not covered by VAM

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

Chart 4B
Local Measures for all teachers/ principals covered by VAM

HEDI Points	% +/- Proficiency
Ineffective	
0	-7.1 or lower
1	-6.1 to -7.0
2	-5.1 to -6.0
Developing	
3	-4.1 to -5.0
4	-2.5 to -4.0
5	-1.5 to -2.4
6	-1.4 to -0.1
7	0
Effective	
8	.1 – 1.4
9	1.5 – 2.9
10	3.0 to 3.4
11	3.5 to 3.9
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13	4.5 – 4.9
Highly Effective	
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Process for describing HEDI categories:

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HEDI Descriptions for Local Measures:

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

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

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

APPENDIX 3 – CALCULATION OF OTHER MEASURES:

The District will employ an online planning tool for the purpose of APPR calculation of other measures. Teacher and Lead Evaluators are responsible, after sufficient training, for learning and becoming proficient in the use of this online evaluation warehousing technology and process. Those forms to be used for evaluation (pre and post conference etc.) requiring mutual approval shall be agreed upon through the negotiations process. Teachers will be provided release time for training on online evaluation data collection.

Conversion Score Chart: NYSUT Rubric to Measures of Effectiveness Subcomponent

Rubric Average	Points
Highly Effective	
4.0	60
3.9	60
3.8	59
3.7	59
3.6	59
3.5	59
Effective	
3.4	58
3.3	58
3.2	58
3.1	58
3.0	58
2.9	57
2.8	57
2.7	57
2.6	57
2.5	57
Developing	
2.4	56
2.3	55
2.2	55
2.1	54
2.0	53
1.9	52
1.8	52
1.7	51
1.6	50
1.5	50
Ineffective50	
1.400	49
1.392	48
1.383	47
1.375	46
1.367	45
1.358	44
1.350	43
1.342	42
1.333	41
1.325	40
1.317	39
1.308	38

Rubric Average	Points
Ineffective	
1.300	37
1.292	36
1.283	35
1.275	34
1.267	33
1.258	32
1.250	31
1.242	30
1.233	29
1.225	28
1.217	27
1.208	26
1.200	25
1.192	24
1.185	23
1.177	22
1.169	21
1.162	20
1.154	19
1.146	18
1.138	17
1.131	16
1.123	15
1.115	14
1.108	13
1.100	12
1.092	11
1.083	10
1.075	9
1.067	8
1.058	7
1.050	6
1.042	5
1.033	4
1.025	3
1.017	2
1.008	1
1.000	0



APWCSD APPR PLAN APPENDIX 4

Altmar Parish Williamstown Central School District
Teacher Improvement Plan

_____ <i>Employee Name</i>	_____ <i>Subject Area/Position</i>	_____ <i>School Year</i>
_____ <i>Supervisor's Name</i>	_____ <i>Title/Position</i>	_____ <i>Date of Implementation</i>

Area 1	Area(s) in need of Improvement: List areas in need of improvement. If there are several, indicate the priority order for addressing them.

Area 2	Performance Goals: Provide specific, measurable objectives the educator must meet to show improvement.

Area 3	Timeline: Indicate duration of the Teacher Improvement Plan and the schedule of periodic reviews of progress.

Area 4**Assessment of Improvement:**

Indicate what measures will be used to assess improvement.

Area 5**Differentiated Activities:**

Indicate differentiated activities to support improvement. If there are several, prioritize in order of those most crucial.

Area 6**Professional Learning Activities:**

Indicate those professional learning activities the educator must achieve to support improvement. If there are several, prioritize in order of those most crucial.

Area 7**Benchmark Artifacts:**

Indicate those artifacts to serve as benchmarks of improvement.

Area 8**Support and Assistance:**

Indicate any additional support and assistance that will be made available to the educator to support improvement.

Comments and Statements:

Evaluator's Comments:

Teacher's Comments

Recommendations for Results of the Teacher Improvement Plan

- The teacher **has** met the performance goals identified through the Teacher Improvement Plan
- The teacher **has not** met the performance goals identified through the Teacher Improvement Plan

Next Steps:

Teacher's Signature

Date

Union Representative's Signature

Date

Supervisor's Signature

Date

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with his/her evaluator. Teacher shall have the right to insert written explanation or response to written feedback, which may be considered during the appeals process.

Teacher Improvement Plan Communication and Progress Log

Scheduled Meeting Dates:

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Evaluator's Comments:	_____
	Meeting Date
Teacher's Comments	

Evaluator's Comments:	_____
	Meeting Date
Teacher's Comments	

Evaluator's Comments:	_____
	Meeting Date
Teacher's Comments	

Evaluator's Comments:	_____
	Meeting Date
Teacher's Comments	

APPENDIX 2 - Local 20% Measures

Chart 1: Explanation of Assessments and Local Measures Subcomponents:

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

For K-6 schools and 7 – 8 schools, the group HEDI score shall be based upon the increase in actual student proficiency in the NYS ELA and Math assessments. An increase in student proficiency shall be defined as a student’s increase in both content knowledge and level of competency as demonstrated by movement from one proficiency band to a higher proficiency band (i.e. moving from a Mid-Level II on the Grade 3 ELA to a High Level II on the Grade 4 ELA– see chart 2) as compared to the prior grade level assessment. The percent increase in proficiency shall be based upon the total number of students who sat for the 4-8 NYS ELA and/or Math assessment and the number of students who had increased proficiency. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Charts 4A and 4B below. Please note that only assessments in a given building will be used to assign points to teachers/principals in that building.

For 9-12 schools, the group HEDI score shall be based upon the increase in student proficiency in the five NYS Regents examinations listed in the chart above. For purposes of this paragraph, an increase in student proficiency shall mean an increase in the average test score for each examination. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Chart 4A and 4B below. The final HEDI rating for the school shall be the average HEDI points awarded. Please note that only assessments in a given building will be used to assign points to teachers/ principals in that building.

Chart 2: Illustrative Example of Low, Mid and High – Please note that changes in scaled score ranges will not effect this calculation as scaled score ranges will be spilt into thirds.

English Language Arts 12 - 13 Scaled Score

	Level 1			Level 2			Level 3			Level 4		
	Low 1	Mid 1	High 1	Low 2	Mid 2	High 2	Low 3	Mid 3	High 3	Low 4	Mid 4	High 4
Grade 3 ELA	148 - 200	201 - 260	261 - 290	291 - 300	301 - 309	310 - 319	320 - 333	334 - 346	347 - 357	358 - 380	381 - 405	406 - 423
Grade 4 ELA	139 - 189	190 - 245	246 - 286	287 - 298	299 - 309	310 - 319	320 - 327	328 - 334	335 - 342	343 - 366	367 - 387	388 - 312
Grade 5 ELA	116 - 165	166 - 226	227 - 288	289 - 299	300 - 309	310 - 319	320 - 328	329 - 339	340 - 345	346 - 372	373 - 399	400 - 425
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Grade 7 ELA	103 - 165	166 - 225	226 - 286	287 - 297	298 - 308	309 - 317	318 - 327	328 - 338	339 - 346	347 - 369	370 - 395	396 - 413
Grade 8 ELA	100 - 160	161 - 220	221 - 283	284 - 294	295 - 305	306 - 315	316 - 325	326 - 334	335 - 342	343 - 359	370 - 405	406 - 417

Mathematics 12 - 13 Scaled Score

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

Chart 3: Illustrative example change in Regents Examination Scores

School Name	Examination	Average Test Score In Building	Proficiency Band	Number of Students Represented
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APWHS	Integrated/ Common Core Algebra	68	Multiple time test takers	21
APWHS	Regents US History and Government	84	1 st time test takers	105
APWHS	Regents US History and Government	69	Multiple time test takers	10
APWHS	Regents Global Studies	70	1 st time test takers	112
APWHS	Regents Global Studies	63	Multiple time test takers	21
APWHS	Regents Living Environment	82	1 st time test takers	102
APWHS	Regents Living Environment	68	Multiple time test takers	9

Chart 4A
Local Measures for all teachers/ principals not covered by VAM

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

Chart 4B
Local Measures for all teachers/ principals covered by VAM

HEDI Points	% +/- Proficiency
Ineffective	
0	-7.1 or lower
1	-6.1 to -7.0
2	-5.1 to -6.0
Developing	
3	-4.1 to -5.0
4	-2.5 to -4.0
5	-1.5 to -2.4
6	-1.4 to -0.1
7	0
Effective	
8	.1 – 1.4
9	1.5 – 2.9
10	3.0 to 3.4
11	3.5 to 3.9
12	4.0 to 4.4
13	4.5 – 4.9
Highly Effective	
14	5.0-5.7
15	5. 8 and greater

Process for describing HEDI categories:

Group measures will be used as described as above for all teachers/ principals in a given building. When value added measures are utilized Chart 4B will be used for calculating HEDI scores for all teachers/ principals in 7 and 8 schools and all teachers/ principals in K – 6 schools. When VAM are not utilized Chart 4A will be used to calculate HEDI scores for all teachers/ principals in K-6 and 7 – 8 schools. Group measures will be calculated as identified in the Chart 2 above for K-6 and 7 -8 Schools.

Group measures will be used as described as above for all teachers/ principals in a given building. When value added measures are utilized Chart 4B will be used for calculating HEDI scores for all teachers/ principals in 9 – 12 schools. When VAM are not utilized Chart 4A will be used to calculate HEDI scores for all teachers/ principals in 9-12 schools. Group measures will be calculated as identified in the Chart 3 above for 9-12 schools.

For 9 – 12 schools APWCSD will give both the NYS Integrated Algebra and the NYS Common Core assessment. For the purposes of local measures the highest score will be utilized for the 14-15 School year. APWCSD will give the Common Core assessment in Language Arts for students enrolled in common core courses. Please note that when the state completely transitions to Common Core assessments in Math and ELA APWCSD will utilize only Common Core assessments for the purposes of local measures.

HEDI Descriptions for Local Measures:

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

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

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

Altmar Parish Williamstown CSD
Other Measures Charts and Examples 9.7 for Principals

60 Points (of 60) – Broad Assessment of Principal Leadership: Tenured Principal [EXAMPLE]

The Multidimensional Principal Performance Rubric will be used to evaluate the principal’s effectiveness. Through mutual agreement, one indicator of each domain will be chosen as an area of focus. Each of the six domains will be given a value of 1-4. A point value of 1 recognizes that there is limited/no evidence available which, in turn, indicates that the principal’s performance results do not meet the level of performance expected by the District and would receive an Ineffective HEDI rating. A point value of 2 would indicate that some evidence was available to indicate that the principal’s performance and results need improvement and would result in a Developing HEDI rating. A point value of 3 recognizes that sufficient evidence is available to indicate that the principal's overall performance and results meet the level of performance that would result in an Effective HEDI rating. Finally, a point value of 4 recognizes that there is an abundance of evidence available to show that the principal's overall performance and results exceed the level of performance that would result in a Highly Effective HEDI rating.

The Superintendent of Schools and the Principal will collaboratively decide upon the quality of the evidence gathered for each of the performance indicators within the six domains. Upon completion of assigning point values for each of the six domains, the values will be added up and an average will be determined. A conversion chart will be used to translate the numerical value of the average into a composite rating for the 60 points. *All scores will be rounded using standard mathematical operations and will not result in a principal’s promotion from one band to the next.*

Assessment of Principals Effectiveness Domain	Observation #1 Evidence Score	Visitation #1 Evidence Score	Visitation #2 Evidence Score
Domain 1 Shared Vision of Learning	3		3
Domain 2 School Culture and Instructional Program	4		4
Domain 3 Safe, Efficient, Effective Learning Environment	3		3
Domain 4 Community		2	
Domain 5 Integrity, Fairness, Ethics	4		4
Domain 6 Political, Social, Economic, Legal and Cultural Context		2	2
Subtotal of Evidence Scores	14	4	16
Divided by number of Standards	$14/4=3.5$	$4/2=2$	$16/5=3.2$
Average of Final Scores	$8.7/3 = 2.90$		
Total Score	2.90		
HEDI Rating (Conversion Chart)	Effective		
Sub-Component Score	57.8		

MPPR Rating Chart

Multidimensional Performance Level	New York State Performance Level	Rubric Ratings
Highly Effective	Highly Effective	4
Effective	Effective	3
Developing	Developing	2
Ineffective	Ineffective	1

60 Point Conversion Chart

Evaluation Level	Rubric Rating	Multiple Measures of Effectiveness (60%)
Highly Effective	4	59-60
Effective	3	57-58
Developing	2	50-56
Ineffective	1	0-49

Conversion Score Chart: Rubric to Multiple Measures of Effectiveness Subcomponent

Total Average Rubric Score	Conversion Score for Composite
Ineffective 0-49	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49

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



Altmar Parish Williamstown Central School District Principal Improvement Plan

_____ <i>Employee Name</i>	_____ <i>Subject Area/Position</i>	_____ <i>School Year</i>
_____ <i>Supervisor's Name</i>	_____ <i>Title/Position</i>	_____ <i>Date of Implementation</i>

Area 1	Area(s) in need of Improvement: List areas in need of improvement. If there are several, indicate the priority order for addressing them.

Area 2	Performance Goals: Provide specific, measurable objectives the educator must meet to show improvement.

Area 3	Timeline: Indicate duration of the Principal Improvement Plan and the schedule of periodic reviews of progress.

Area 4	Assessment of Improvement: Indicate what measures will be used to assess improvement.

Area 5**Differentiated Activities:**

Indicate differentiated activities to support improvement. If there are several, prioritize in order of those most crucial.

Area 6**Professional Learning Activities:**

Indicate those professional learning activities the educator must achieve to support improvement. If there are several, prioritize in order of those most crucial.

Area 7**Benchmark Artifacts:**

Indicate those artifacts to serve as benchmarks of improvement.

Area 8**Support and Assistance:**

Indicate any additional support and assistance that will be made available to the educator to support improvement.

Comments and Statements:

Evaluator's Comments:

Principal's Comments

Recommendations for Results of the Principal Improvement Plan

- The principal **has** met the performance goals identified through the Principal Improvement Plan
- The principal **has not** met the performance goals identified through the Principal Improvement Plan

Next Steps:

Principal's Signature

Date

Union Representative's Signature

Date

Supervisor's Signature

Date

Principal's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with his/her evaluator. Principal shall have the right to insert written explanation or response to written feedback, which may be considered during the appeals process.

Principal Improvement Plan Communication and Progress Log

Scheduled Meeting Dates:

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Evaluator's Comments:	<hr style="width: 80%; margin: 0 auto;"/> Meeting Date
Principal's Comments	

Evaluator's Comments:	<hr style="width: 80%; margin: 0 auto;"/> Meeting Date
Principal's Comments	

Evaluator's Comments:	<hr style="width: 80%; margin: 0 auto;"/> Meeting Date
Principal's Comments	

Evaluator's Comments:	<hr style="width: 80%; margin: 0 auto;"/> Meeting Date
Principal's Comments	

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:

Anita M. Murphy 10/20/14

Teachers Union President Signature: Date:

Adam Wolf 10/20/14

Administrative Union President Signature: Date:

Jamie M. Coppola 10/20/14

Board of Education President Signature: Date:

Michael L. Hale Sr. 10/21/14

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:

Anita M. Murphy 10/20/14