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

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

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December 10, 2014

Revised

Laura Chabe, Superintendent
Amherst Central School District
55 Kings Highway
Amherst, NY 14226

Dear Superintendent Chabe:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Lynda Quick

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Monday, June 24, 2013

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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 : 140201

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

140201060000

1.2) School District Name: Amherst Central School

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

Amherst Central School District

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Tuesday, December 09, 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	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4 and 5 ELA Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4 and 5 ELA Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4 and 5 ELA Assessments

	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.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11

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	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4 and 5 Math Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4 and 5 Math Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4 and 5 Math Assessments

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11

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	Amherst CSD-Developed Grade 6 Science Assessment

7	District, regional or BOCES-developed assessment	Amherst CSD-Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11

Developing (3 - 8 points) Results are below District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11

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	Amherst CSD-Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11

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.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11

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.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11

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	Amherst CSD-Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Amherst CSD-Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Exam

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 in addition to the Common Core English Regents, or just the latter, 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.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
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Developing (3 - 8 points) Results are below District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11

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
Grades 3-5 8:1:1 Special Education-Academic	State Assessment	NYS Grades 3, 4 and 5 ELA and Math Assessments
All other teachers in K-5 buildings not named above	School/BOCES-wide/group/team results based on State	NYS Grades 4 and 5 ELA and Math Assessments
Grade 8 Earth Science	State Assessment	NYS Earth Science Regents Exam

	Grades 7-8 Spanish	District, Regional or BOCES-developed	Amherst CSD-Developed Grades 7-8 Spanish Assessment
	Grades 7-8 French	District, Regional or BOCES-developed	Amherst CSD-Developed Grades 7-8 French Assessment
	Grades 6-8 Read 180	Grades 3 and up: State-approved 3rd party assessment	Scholastic Reading Inventory
	Grades 6-8 Math AIS	School/BOCES-wide/group/team results based on State	NYS Grades 6, 7, and 8 ELA and Math Assessments
	Grades 6-8 8:1:1 Special Education-Academic	School/BOCES-wide/group/team results based on State	NYS Grades 6, 7, and 8 ELA and Math Assessments
	Grades 6-8 8:1:1 Special Education-Functional	State Assessment	NYSAA
	Grades 6-8 12:1:1 Inclusion	School/BOCES-wide/group/team results based on State	NYS Grades 6, 7, and 8 ELA and Math Assessments
	Grades 6-8 Art	District, Regional or BOCES-developed	Amherst CSD-Developed Grades 6-8 Art Assessment
	Grades 6-8 Orchestra, Chorus, Band, General Music	District, Regional or BOCES-developed	Amherst CSD-Developed Grades 6-8 Orchestra, Chorus, Band, General Music Assessment
	Grades 6-8 Physical Education	District, Regional or BOCES-developed	Amherst CSD-Developed Grades 6-8 Physical Education Assessment
	Grades 6-8 Health	District, Regional or BOCES-developed	Amherst CSD-Developed Grades 6-8 Health Assessment
	Grades 6-8 Career and Life Skills	District, Regional or BOCES-developed	Amherst CSD-Developed Grades 6-8 Career and Life Skills Assessment
	Grades 7-8 Technology	District, Regional or BOCES-developed	Amherst CSD-Developed Grades 7-8 Technology Assessment
	Grades 9-12 12:1:1 Inclusion	State Assessment	NYSAA
	Grades 9-12 Special Education Resource Room	District, Regional or BOCES-developed	Amherst CSD-Developed Grades 9-12 Special Education Resource Room Assessment
	Grades 9-12 AIS Reading	Grades 3 and up: State-approved 3rd party assessment	GRADE
	Grades K-12 ESL	State Assessment	NYSESLAT

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.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11
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Developing (3 - 8 points) Results are below District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see uploaded HEDI SLO growth charts and process for assigning points at 2.11

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

assets/survey-uploads/12186/526847-avH4IQNZMh/Attachment for 2.10 Amherst CSD all other courses form 13-14 July 2014.pdf

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/526847-TXEtxx9bQW/Amherst 2.11 HEDI Scale for 20 Point Growth Score (teachers) final_3.pdf

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)
If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances | Assure that district will develop SLOs according to the rules established by SED (see: 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	4) State-approved 3rd party assessments	AIMSweb
5	4) State-approved 3rd party assessments	AIMSweb
6	5) District, regional, or BOCES–developed assessments	Amherst CSD-Developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Amherst CSD-Developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Amherst CSD-Developed Grade 8 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.3.

grade/subject.	
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.3.

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	4) State-approved 3rd party assessments	AIMSweb
5	4) State-approved 3rd party assessments	AIMSweb
6	5) District, regional, or BOCES–developed assessments	Amherst CSD-Developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	Amherst CSD-Developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	Amherst CSD-Developed Grade 8 Math Assessment

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

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

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

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/526848-rhJdBgDruP/Amherst 3.3 HEDI Scale-Local Measures for Teachers in Grades 4-8 ELA and Math 13-14_1.pdf

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	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSweb
1	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSweb
2	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSweb
3	9) Grades 3 and up: State-approved 3rd party assessments	AIMSweb

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

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

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

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	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSweb
1	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSweb
2	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSweb

3	9) Grades 3 and up: State-approved 3rd party assessments	AIMSweb

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

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

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

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Grades 6, 7, and 8 ELA Assessments
7	6(ii) School wide measure computed locally	NYS Grades 6, 7, and 8 ELA Assessments
8	6(ii) School wide measure computed locally	NYS Grades 6, 7, and 8 ELA Assessments

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.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Grades 6, 7, and 8 ELA Assessments
7	6(ii) School wide measure computed locally	NYS Grades 6, 7, and 8 ELA Assessments
8	6(ii) School wide measure computed locally	NYS Grades 6, 7, and 8 ELA Assessments

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.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.

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	Composite of all June Regents Exams given

Global 2	6(ii) School wide measure computed locally	Composite of all June Regents Exams given
American History	6(ii) School wide measure computed locally	Composite of all June Regents Exams given

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.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.

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	Composite of all June Regents Exams given
Earth Science	6(ii) School wide measure computed locally	Composite of all June Regents Exams given
Chemistry	6(ii) School wide measure computed locally	Composite of all June Regents Exams given
Physics	6(ii) School wide measure computed locally	Composite of all June Regents Exams given

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	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.

subcomponent. If needed, you may upload a table or graphic at 3.13, below.	
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.

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	Composite of all June Regents Exams given
Geometry	6(ii) School wide measure computed locally	Composite of all June Regents Exams given
Algebra 2	6(ii) School wide measure computed locally	Composite of all June Regents Exams given

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, 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 3.13, below.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.

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	Composite of all June Regents Exams given
Grade 10 ELA	6(ii) School wide measure computed locally	Composite of all June Regents Exams given
Grade 11 ELA	6(ii) School wide measure computed locally	Composite of all June Regents Exams given

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 in addition to the Common Core English Regents, 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 3.13, below.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.

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
Grades 3-5 Enrichment	4) Grades 3 and up: State-approved 3rd party	AIMSweb
Grades K-5 AIS	4) Grades 3 and up: State-approved 3rd party	AIMSweb
Grades K-5 ESL	6(ii) School wide measure computed locally	NYS Grades 4 and 5 ELA and Math Assessments
Grades K-2 8:1:1 Special Education-Functional	7) Student Learning Objectives	Amherst CSD-Developed Grades K-2 8:1:1 Special Education-Functional Assessment
Grades K-2 8:1:1 Special Education-Academic	7) Student Learning Objectives	AIMSweb
Grades 3-5 8:1:1 Special Education-Functional	6(ii) School wide measure computed locally	NYS Grades 4 and 5 ELA and Math Assessments
Grades 3-5 8:1:1 Special Education-Academic	7) Student Learning Objectives	AIMSweb
Grades 6-8 Math AIS	4) Grades 3 and up: State-approved 3rd party	AIMSweb
All other teachers in 6-8 building not named above	6(ii) School wide measure computed locally	NYS Grades 6, 7, and 8 ELA Assessments
All other teachers in 9-12 building not named above	6(ii) School wide measure computed locally	Composite of all June Regents Exams given
Grades K-5 Art	6(ii) School wide measure computed locally	Amherst CSD-Developed Grade 4 Art Assessment
Grades K-5 Vocal Music	6(ii) School wide measure computed locally	Amherst CSD-Developed Grade 3 Vocal Music Assessment
Grades 4-5 Orchestra	6(ii) School wide measure computed locally	Amherst CSD-Developed Grade 5 Orchestra Assessment
Grades K-5 Physical Education	6(ii) School wide measure computed locally	Amherst CSD-Developed Grade 5 Physical Education Assessment
Grades 1-5 Wellness	6(ii) School wide measure computed locally	Amherst CSD-Developed Grade 4 Wellness Assessment
Grades 4-5 Band	6(ii) School wide measure computed locally	Amherst CSD-Developed Grade 5 Band Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories, graphics and District expectations for achievement at 3.13.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/526848-y92vNseFa4/Amherst 3.13 HEDI Scale for 20 Point Local Measures Score (teachers) final_2.pdf

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers with multiple locally-selected measures (e.g. 2nd grade teacher with locally-selected measures for both ELA and Math) will have their locally-selected measures weighted proportionately based on the number of students included in their reportable teaching assignments (e.g. 50% of their score will come from AIMSweb ELA results and 50% from AIMSweb Math results). Standard rounding rules will apply.

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 Friday, October 10, 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	Thoughtful Classroom Teacher Effectiveness Framework

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.

Please see attached.

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/12179/526849-eka9yMJ855/Amherst 4.5 Other 60 Measures of Effectiveness process for assigning points final2.pdf

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

assigned.

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Strong commitment to effective instruction that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Effective: Overall performance and results meet NYS Teaching Standards.	Clear commitment to effective instruction. The teacher applies relevant instructional practices that have a positive impact on student learning.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Initial commitment to effective instruction. The teacher is using relevant instructional practices, but the practices need further refinement. With refinement, the impact on student learning can be increased.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Minimal or no commitment to effective instruction. Relevant practices are not being used or need reconsideration because they are not having their intended effects on student learning.

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	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- 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	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 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, July 23, 2013

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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 Tuesday, September 16, 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/5265/190011-Df0w3Xx5v6/Amherst CSD TIP Final.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALS PROCEDURE
This Agreement is made by and between the Amherst Central School District (“District”) and the Amherst Education Association (“Association”), collectively referred to herein as the “Parties”. In order to implement the requirements of N.Y. Education Law § 3012-c, the District and the Association hereby agree as follows:
1. Where and to the extent applicable as determined by the District, the APPR shall be a factor for employment decisions and teacher

development. All decisions regarding selection of persons for hire, promotion, retention, tenure determination, and termination are reserved to the discretion of the District, and any such decisions, and any decisions or actions made or taken under this section, shall be exempt from and not subject to the grievance and arbitration provisions of the Collective Negotiations Agreement ("Agreement") between the District and the Association, and nothing herein shall be construed to affect the statutory right of the District to terminate a probationary teacher or to restrict the District's discretion in making a tenure determination pursuant to the law, without regard to the APPR for statutorily and constitutionally permissible reasons other than the performance that is the subject of a pending appeal.
2. This appeal provision is limited to unit members who are covered by N.Y. Education Law § 3012-c ("Covered Unit Members" or "teacher") and have received and overall composite score of developing or ineffective. For a teacher who received a rating of highly effective or effective they may submit a written statement outlining the basis for disagreement to be included in his or her file along with the Annual Professional Performance Review.
a. A Covered Unit Member may challenge only the substance of an APPR, the District's adherence to the standards and methodologies required for such review, the District's compliance with its procedures and timelines for conducting the APPR, and the issuance and the regulations of the Commissioner and/or implementation of a teacher improvement plan. Such challenge must be submitted in writing to the Administrator performing the review, together with any supporting documentation. The challenge must explain in detail the specific reason(s) for the matter which is the subject of the challenge. A teacher may not file multiple appeals regarding the same APPR or TIP. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.
b. The challenge must be submitted within fifteen school days of the issuance of the Annual Professional Performance Review or TIP which is the subject of the challenge or it is deemed waived.
c1. The Administrator will schedule a meeting to discuss the challenge within five school days of receipt of the appeal. A Covered Unit Member may select an Association representative to participate in the meeting. Within fifteen school days of the meeting, the Administrator conducting the Annual Professional Performance Review shall submit to the teacher a detailed written response to the Appeal. The response must include any additional documents or written materials specific to the point(s) of disagreement that support the District's response and are relevant to the resolution of the appeal. The District shall maintain a record of all documents and materials submitted by either party during such appeal, which shall thereafter be available for inspection by the unit member and/or the AEA. The teacher may present any mitigating circumstances that he/she believes relevant during the course of an appeal (including, but not limited to, Class Size, Students, and Classes Assigned, Student Attendance, Teacher Leave/Personal Time, New Initiatives/Requirements, Physical Environment, and administrative relationships), which shall be considered by the District along with all other information submitted during the appeal. The presentation or consideration of any such information presented by a teacher shall not prejudice the position that either the teacher, Association or District may take in a Section 3020-a hearing.
c2. If a Covered Unit Member received a rating of developing or ineffective and disagrees with the Administrator's response to the challenge, the teacher may submit the challenge, the Administrator's response, and a written statement explaining in detail the reason(s) for disagreement with the response to the Superintendent of Schools within seven school days of receipt of the Administrator's response. A meeting will be scheduled to discuss the appeal within five school days from the Superintendent's receipt of the appeal. A Covered Unit Member may select an Association representative to participate in the meeting. The Superintendent shall render a final determination on the challenge within ten school days thereafter.
d. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to matters under this section. Only the process and timelines set forth in this agreement shall be subject to the contractual grievance procedure. The teacher retains any defenses he or she may have in the event the APPR is utilized in a subsequent 3020-a proceeding. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher at any time including during the pendency of an appeal under this section for statutorily and constitutionally permissible reasons other than the teacher's performance that is the subject of the appeal, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement.
e. Any TIP that was implemented as a result of an APPR that is subsequently modified as a result of this challenge process shall be modified to reflect any change in the APPR as a result of that process.

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 Amherst Central School District will ensure that lead evaluators will be properly trained for certification and will maintain inter-rater reliability over time and that they are re-certified on a regular basis and receive updated training on any changes in the law, regulations, the nine elements listed in section 30-2.9 under the rules of the Board of Regents, or applicable collective bargaining agreements. Additional evaluators will go through the same training process; however, they will not be required to be certified. All training will be conducted by the BOCES Network Team, district administrators and the district's rubric provider. The training will be

on a schedule over approximately ten days. The training will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. There will also be annual calibration sessions for all evaluators. The duration of any and all training will be on-going (at least 20 hours) and will satisfy the requirements for the Network Teams trained by the State Education Department. All lead evaluators will be re-certified yearly and all new lead evaluators will receive full training as required by law.

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, November 25, 2014

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

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

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

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-5
3-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

State assessments, required if one exists
District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms
List of State-approved 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
Windermere Boulevard Early Childhood Education Center PK-2	State assessment	NYS Grades 4 and 5 ELA and Math Assessments

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.	Please see uploaded HEDI SLO growth chart and process for assigning points.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth chart and process for assigning points.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth chart and process for assigning points.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth chart and process for assigning points.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth chart and process for assigning points.

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/12156/526852-lha0DogRNw/Attachment for 7.3 principals appr plan final_2.pdf

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Wednesday, October 01, 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-5	(a) achievement on State assessments	NYS Grades 4 and 5 ELA and Math Assessments
	3-5	(a) achievement on State assessments	NYS Grades 4 and 5 ELA and Math Assessments
	6-8	(d) measures used by district for teacher evaluation	Amherst CSD-Developed Grades 6, 7 and 8 ELA and Math Assessments
	9-12	(d) measures used by district for teacher evaluation	Composite of all June Regents Exams given

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.	Please see attached process for assigning HEDI categories and District expectations for achievement at 8.1
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories and District expectations for achievement at 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories and District expectations for achievement at 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories and District expectations for achievement at 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories and District expectations for achievement at 8.1

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/12190/526853-qBFVOWF7fC/Attachment for 8.1 principals' appr final_1.pdf

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
Windermere Boulevard Early Childhood Education Center PK-2	(d) measures used by district for teacher evaluation	AIMSweb

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.	Please see attached process for assigning HEDI categories and District expectations for growth or achievement at 8.2
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories and District expectations for growth or achievement at 8.2
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories and District expectations for growth or achievement at 8.2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories and District expectations for growth or achievement at 8.2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached process for assigning HEDI categories and District expectations for growth or achievement at 8.2

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

(No response)

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

assets/survey-uploads/12190/526853-T8MlGWUVm1/Attachment for 8.2 principals' 13-14 appr plan July 2014.pdf

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

See uploads.

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, August 27, 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

Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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
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

downloadable copy of Form 9.2. (MS Word)

(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)

NYC School Survey-2012 Teacher 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.

Principals will be evaluated in 6 domains. The rubric uses a 4-level rating scale. Each domain will receive a score from 1 to 4 points. The average of the 6 domain scores will be converted to a HEDI score out of 60 points using the attached table.

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

assets/survey-uploads/12205/526854-pMADJ4gk6R/Attachment for 9.7 principals' appr plan final.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.	59-60 points earned as stated in table attached above.
Effective: Overall performance and results meet standards.	57-58 points earned as stated in table above.
Developing: Overall performance and results need improvement in order to meet standards.	50-56 points earned as stated in table above.
Ineffective: Overall performance and results do not meet standards.	0-49 points earned as stated in table above.

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	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Tuesday, July 23, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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, August 27, 2014

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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/12168/526856-Df0w3Xx5v6/Principal Improvement Plan 13-14.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:

Appeals Process

A. A principal who receives a "Developing or Ineffective" rating on his/her APPR shall be entitled to appeal this rating. This appeal must be done in written form and submitted to the Superintendent of Schools who has been trained in accordance with the requirements of the statute and regulation. An evaluation shall not be placed in a principal's personnel file until either the expiration of

the fifteen (15) calendar day period during which an appeal could be filed by the principal or the conclusion of the appeal process described herein, whichever is later.

B. The principal must submit a written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan. The district upon written request must provide any additional written documents or materials relevant to the appeal for the same. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. These concerns are limited to those matters that may be appealed as prescribed in Section 3012 c of the Education Law:
• Substance of the annual professional performance review
• The school district's adherence to standards and methodologies required for such reviews
• Adherence to Commissioner's Regulations, as applicable to such reviews
• Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans
• Issuance and/or implementation of the terms of the principal improvement plan

C. A principal may not file more than one appeal on the same evaluation.

D. The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

E. An appeal must be filed in writing within fifteen (15) calendar days of the presentation of the document (yearly evaluation and/or improvement plan) to the principal or the right to appeal shall be deemed as waived in all regards. The act of mailing shall constitute filing.

F. Upon filing an appeal, an independent arbitrator will be assigned that is mutually agreed upon by the AAA and the district. All costs for the services of the arbitrator will be shared equally by the district and administrator.

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

H. The independent arbitrator and principal will meet within ten (10) calendar days of the written response to review the appeal and either modify the principal evaluation rating or deny the appeal. The appeal hearing shall be conducted in no more than one business day unless extenuating circumstances are present and all parties agree to a second day. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.

I. The principal shall have the opportunity to present his/her case which may include the representation of witnesses and/or affidavits in lieu of testimony, then the school district may refute the presentation, if the school district does present a case the principal will have the right to present a rebuttal case.

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

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

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

As the sole evaluator of principals in the Amherst Central School District, the Superintendent was properly trained in (and will continue to participate in) the nine elements identified; completing training through the BOCES RTTT Network Team, NYSCOSS and the district's rubric provider. Upon completion of the training, the Board of Education certified the Superintendent as lead evaluator by resolution.

The training provided by the BOCES RTTT Network Team and rubric provider consisted of a full day comprehensive training on the Multidimensional Performance Principal Practice Rubric. The training was conducted by certified trainers that are deeply familiar with the MPPR Framework. The Superintendent also participated in training on the use of an electronic platform to house evidence and the observations.

Due to there being one sole evaluator of principals, inter-rater reliability is not an issue. However, regular interactive review and analysis of professional evidence within the Multidimensional Principal Performance Rubric will take place for the professional growth of the Superintendent and the administrative team.

The Board of Education will re-certify its lead evaluator annually after completion of additional training as indicated above. In the event new evaluators join the district, they will be trained utilizing the process described above.

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, December 09, 2014

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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/12158/526857-3Uqgn5g9Iu/APPR Signatures for Agreement December 2014_1.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

Form 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Grades 3-5 8:1:1 Special Education-Functional	State Assessment	NYSAA
Grades 9-12 Ceramics 1	District, Regional or BOCES developed	Amherst CSD-Developed Grades 9-12 Ceramics 1 Assessment
Grades 9-12 Studio in Art	District, Regional or BOCES developed	Amherst CSD-Developed Grades 9-12 Studio in Art Assessment
Grades 9-12 Photo 1	District, Regional or BOCES developed	Amherst CSD-Developed Grades 9-12 Photo 1 Assessment
Grades 10-12 Career Finance Family Management	District, Regional or BOCES developed	Amherst CSD-Developed Grades 10-12 Career Finance Family Management Assessment
Grades 9-12 Gourmet Foods	District, Regional or BOCES developed	Amherst CSD-Developed Grades 9-12 Gourmet Foods Assessment
Grades 9-12 Computer Applications	District, Regional or BOCES developed	Amherst CSD-Developed Grades 9-12 Computer Applications Assessment
Grades 9-12 Video Programming	District, Regional or BOCES developed	Amherst CSD-Developed Grades 9-12 Video Programming Assessment
Grades 9-12 College Web Design	District, Regional or BOCES developed	Amherst CSD-Developed Grades 9-12 College Web Design Assessment
Grades 11-12 Sports and Exercise Science	District, Regional or BOCES developed	Amherst CSD-Developed Grades 11-12 Sports and Exercise Science Assessment
Grades 11-12 Business & Financial Math	District, Regional or BOCES developed	Amherst CSD-Developed Grades 11-12 Business and Financial Math Assessment
Grade 12 English Advanced Placement	District, Regional or BOCES developed	Amherst CSD-Developed Grade 12 English Advanced Placement Assessment
Grades 9-12 Reading and Study	District, Regional or BOCES developed	Amherst CSD-Developed Grades 9-12 Reading and Study Assessment
Grade 10 English Honors	District, Regional or BOCES developed	Amherst CSD-Developed Grade 10 English Honors Assessment
Grade 9 English Developmental Regents	District, Regional or BOCES developed	Amherst CSD-Developed Grade 9 English Developmental Regents Assessment

Grade 11 English Developmental Regents	State Assessment	NYS Comprehensive English Regents Exam
Grade 12 English Literature	District, Regional or BOCES developed	Amherst CSD-Developed Grade 12 English Literature Assessment
Grade 12 English Composition	District, Regional or BOCES developed	Amherst CSD-Developed Grade 12 English Composition Assessment
Grade12 English Non-Regents	District, Regional or BOCES developed	Amherst CSD-Developed Grade 12 English Non-Regents Assessment
Grade 10 English Developmental Regents	District, Regional or BOCES developed	Amherst CSD-Developed Grade 10 English Developmental Regents Assessment
Grade 11 English Honors	State Assessment	NYS Comprehensive English Regents Exam
Grade 9 English Honors	District, Regional or BOCES developed	Amherst CSD-Developed Grade 9 English Honors Assessment
Grades 9-10 Spanish 2 Regents	District, Regional or BOCES developed	Amherst CSD-Developed Grades 9-10 Spanish 2 Regents Assessment
Grades 9-10 French 2 Honors	District, Regional or BOCES developed	Amherst CSD-Developed Grades 9-10 French 2 Honors Assessment
Grades 10-11 French 3 Regents	District, Regional or BOCES developed	Amherst CSD-Developed Grades 10-11 French 3 Regents Assessment
Grade 11 College French 4	District, Regional or BOCES developed	Amherst CSD-Developed Grade 11 College French 4 Assessment
Grades 10-12 Spanish 3 Regents	District, Regional or BOCES developed	Amherst CSD-Developed Grades 10-12 Spanish 3 Regents Assessment
Grade 9 Spanish 2 Honors	District, Regional or BOCES developed	Amherst CSD-Developed Grade 9 Spanish 2 Honors Assessment
Grade 10 Spanish 3 Honors	District, Regional or BOCES developed	Amherst CSD-Developed Grade 10 Spanish 3 Honors Assessment
Grade 11 College Spanish 4	District, Regional or BOCES developed	Amherst CSD-Developed Grade 11 College Spanish 4 Assessment
Grade 10 Latin 2	District, Regional or BOCES developed	Amherst CSD-Developed Grade 10 Latin 2 Assessment
Grades 9-12 Latin 1	District, Regional or BOCES developed	Amherst CSD-Developed Grades 9-12 Latin 1 Assessment

Grades 9-10 Spanish 1 Regents	District, Regional or BOCES developed	Amherst CSD-Developed Grades 9-10 Spanish 1 Regents Assessment
Grades 9-10 French 2 Regents	District, Regional or BOCES developed	Amherst CSD-Developed Grades 9-10 French 2 Regents Assessment
Grade 12 Introduction to Pre-Calculus	District, Regional or BOCES developed	Amherst CSD-Developed Grade 12 Introduction to Pre-Calculus Assessment
Grades 10-11 Geometry Developmental Regents	State Assessment	NYS Geometry Regents Exam
Grade 12 Regents Pre-Calculus	District, Regional or BOCES developed	Amherst CSD-Developed Grade 12 Regents Pre-Calculus Assessment
Grades 9-10 Geometry Honors	State Assessment	NYS Geometry Regents Exam
Grades 9-10 Algebra Developmental Regents	State Assessment	NYS Integrated Algebra Regents Exam and NYS Common Core Algebra Regents
Grade 9 Pre-Algebra	District, Regional or BOCES developed	Amherst CSD-Developed Grade 9 Pre-Algebra Assessment
Grade 11 Algebra 2 Developmental Regents	District, Regional or BOCES developed	Amherst CSD-Developed Grade 11 Algebra 2 Developmental Regents Assessment
Grade 11 Algebra 2 Honors	State Assessment	NYS Algebra 2/Trigonometry Regents Exam
Grades 9-12 Wind Ensemble	District, Regional or BOCES developed	Amherst CSD-Developed Grades 9-12 Wind Ensemble Assessment
Grades 10-12 Concert Chorale	District, Regional or BOCES developed	Amherst CSD-Developed Grades 10-12 Concert Chorale Assessment
Grades 10-12 Symphony Orchestra	District, Regional or BOCES developed	Amherst CSD-Developed Grades 10-12 Symphony Orchestra Assessment
Grade 9 Health	District, Regional or BOCES developed	Amherst CSD-Developed Grade 9 Health Assessment
Grades 9-10 Physical Education	District, Regional or BOCES developed	Amherst CSD-Developed Grades 9-10 Physical Education Assessment
Grades 10-11 Chemistry Honors	State Assessment	NYS Physical Setting/Chemistry Regents Exam
Grades 11-12 Advanced Placement Physics	State Assessment	NYS Physical Setting/Physics Regents Exam
Grades 9-10 Biology Developmental Regents	State Assessment	NYS Living Environment Regents Exam
Grades 10-11 Chemistry Honors	State Assessment	NYS Physical Setting/Chemistry Regents Exam
Grades 9-10 Earth Science Developmental Regents	State Assessment	NYS Physical Setting/Earth Science Regents Exam

Grades 11-12 Advanced Placement Biology	District, Regional or BOCES developed	Amherst CSD-Developed Grades 11-12 Advanced Placement Biology Assessment
Grades 9-10 Biology Developmental Regents	State Assessment	NYS Living Environment Regents Exam
Grades 10-12 Oceanography	District, Regional or BOCES developed	Amherst CSD-Developed Grades 10-12 Oceanography Assessment
Grades 10-12 Environmental Science	District, Regional or BOCES developed	Amherst CSD-Developed Grades 10-12 Environmental Science Assessment
Grades 9-10 Biology Honors	State Assessment	NYS Living Environment Regents Exam
Grade 12 Regents Economics	District, Regional or BOCES developed	Amherst CSD-Developed Grade 12 Regents Economics Assessment
Grade 10 Global Studies 2 Developmental Regents	State Assessment	NYS Global History and Geography Regents Exam
Grades 11-12 Psychology	District, Regional or BOCES developed	Amherst CSD-Developed Grades 11-12 Psychology Assessment
Grade 11 US History Developmental Regents	State Assessment	NYS U.S. History and Government Regents Exam
Grade 9 Global Studies 1 Honors	District, Regional or BOCES developed	Amherst CSD-Developed Grade 9 Global Studies 1 Honors Assessment
Grade 9 Global Studies 1 Developmental Regents	District, Regional or BOCES developed	Amherst CSD-Developed Grade 9 Global Studies 1 Developmental Regents Assessment
Grade 10 Global Studies 2 Honors	State Assessment	NYS Global History and Geography Regents Exam
Grade 12 Government Regents	District, Regional or BOCES developed	Amherst CSD-Developed Grade 12 Government Regents Assessment
All other teachers in grades 6-12 not named above	District, Regional or BOCES developed	Amherst CSD-Developed Secure Assessment

Attachment A for 2.11: Amherst CSD HEDI Scale for 20 Point Growth Score (Teachers)

				79%-80%	17		
				77%-78%	16		
				75%-76%	15		
		58%-60%	8	73%-74%	14		
		55%-57%	7	71%-72%	13		
		52%-54%	6	69%-70%	12		
27%-40%	2	49%-51%	5	67%-68%	11	91%-100%	20
13%-26%	1	45%-48%	4	64%-66%	10	85%-90%	19
0%-12%	0	41%-44%	3	61%-63%	9	81%-84%	18
Ineffective		**Developing**		**Effective**		**Highly Effective**	
Results are well below District performance goals		*Results are below District performance goals*		*Results are in-line with District performance goals*		*Results exceed District performance goals*	

Process for Assigning Points:

- Amherst CSD has adopted generic growth expectations for all grades and subjects with the bar set at 80% for the percent of students who must meet their Student Learning Objective (SLO) targets in order for the teacher to receive the maximum number of points within the Effective range.
- Teachers with individual course SLOs will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their individual SLO growth target (see above chart).
- Self-contained special education and ESL teachers using State assessments will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their individual SLO growth target (see above chart).
- The Grades 6-8 Special Education-Academic teacher, Grades 6-8 12:1:1 Inclusion teacher and Grades 6-8 Math AIS teachers will receive Amherst Middle School's State Provided Building-Wide Score for the Grades 6-8 ELA and Math Assessments. When Value Added is approved please see attached 25 point to 20 point conversion chart.
- Both the 2005 Standards and the Common Core Math Regents will be offered to students in a Common Core course where applicable. Teachers will utilize the higher score of the two assessments to determine SLO results.
- NYS Comprehensive ELA Regents will be administered so long as permitted by SED. After which time only the Common Core ELA Regents will be administered.
- Teachers using multiple State Assessments (ELA and Math) will have two SLOs—one for ELA and one for Math. The results of the two SLOs will be weighted proportionately.
- SLO growth targets will be set collaboratively among teachers, principals, and district administrators. Appropriate targets will consider students' past performance, trend data, and/or baseline data.
- Teachers with more than one growth measure will have their SLOs weighted proportionately based on the number of students included in each SLO. This will provide for one overall 20 point growth component score. See example on next page.

	SLO 1	SLO 2
Step 1: Assess results of each SLO separately	16/20 points	11/20 points
Step 2: Weight each SLO proportionately	Covers 60/110 students or 55% of overall students	Covers 50/110 students or 45% of overall students
Step 3: Calculate proportional points for each SLO	16 points x 55% = 9 points	11 points x 45% = 5 points
Overall Growth Score = 14 points		

25 Point to 20 Point Conversion Chart	
Ineffective 0=0 1=1 2=2	Effective 10=9 11=9 12=9 13=10 14=11 15=12 16=13 17=13 18=14 19=15 20=16 21=17
Developing 3=3 4=3 5=4 6=5 7=6 8=7 9=8	Highly Effective 22=18 23=19 24=19 25=20

Attachment B for 2.11: Elementary Schools
Student Learning Objectives
School-Wide Results Based on NYS State Grades 4-5 ELA and Math Assessments

ELA and Math Growth HEDI Chart:

												1.21	**-**	**1.60**	**17**				
												0.81	**-**	**1.20**	**16**				
												0.41	**-**	**0.80**	**15**				
				-11.72	**-**	**-10.05**	**8**					**0.01**	**-**	**0.40**	**14**				
				-13.39	**-**	**-11.73**	**7**					**-2.00**	**-**	**0.00**	**13**				
				-15.07	**-**	**-13.40**	**6**					**-4.01**	**-**	**-2.01**	**12**				
-25.00	**-**	**-20.11**	**2**	**-16.75**	**-**	**-15.08**	**5**					**-6.02**	**-**	**-4.02**	**11**	**3.01**		**or more**	**20**
-35.00	**-**	**-25.01**	**1**	**-18.42**	**-**	**-16.76**	**4**					**-8.03**	**-**	**-6.03**	**10**	**2.01**	**-**	**3.00**	**19**
or less		**-35.01**	**0**	**-20.10**	**-**	**-18.43**	**3**					**-10.04**	**-**	**-8.04**	**9**	**1.61**	**-**	**2.00**	**18**
Ineffective				**Developing**								**Effective**				**Highly Effective**			
Results are well below District performance goals				Results are below District performance goals								Results are in-line with district performance goals				Results exceed District performance goals			

Please Note: percentages in the charts above represent the difference (gap) between the Elementary School's proficiency percentage and the State proficiency percentage.

Process for Assigning Points:

- After considering previous student performance and Amherst CSD values/priorities, the District has set a growth target proportionate to the statewide proficiency percentage on the NYS Grades 4-5 ELA and Math Assessments.
- All Elementary School teachers, with the exception of grades 3-5 ELA, Math and Special Education co-teachers, will have a school-wide result based on the NYS Grades 4-5 ELA and Math Assessments.
- Our district is measuring the growth between the Grade 3 and 4 ELA/Math State Assessments from the prior year to the Grade 4 and 5 ELA/Math State Assessments for the current year for each building, as compared to the State average on the same assessments for the same years. The district has set a growth target of a 1.60% increase in the difference between the building average proficiency and state average proficiency on the listed assessments. HEDI points are awarded based on the increase/decrease of the percentage of students proficient (Level 3 or better) as compared to the State averages.
- One 20 point score will be calculated for the grades 4-5 ELA Assessments and one score will be calculated for the grades 4-5 Math Assessments. The two scores will be weighted proportionately and combined to determine the teachers' overall SLO score. Standard rounding rules will apply.
- For students who do not have previous year's assessment results, a minimum rigor expectation for growth will be set as the percent of students reaching proficiency (3 or better) on the grade 4 or 5 ELA or Math Assessments. The percentage of students meeting this target will be converted to a HEDI score based on the chart listed in "Attachment A." Once this HEDI score and the HEDI score discussed above are calculated, they will be weighted proportionately based on the number of students combined to result in a final HEDI score.

Attachment for 3.3: Amherst CSD HEDI Scale for Locally-Selected Measures for Teachers in Grades/Subjects with Value-Added Measures (4-8 ELA and math) if approved

Value-Added HEDI Chart:

				77%-80%	13		
		57%-60%	7	73%-76%	12		
		53%-56%	6	69%-72%	11		
27%-40%	2	49%-52%	5	66%-68%	10		
13%-26%	1	45%-48%	4	63%-65%	9	91%-100%	15
0%-12%	0	41%-44%	3	61%-62%	8	81%-90%	14
Ineffective		Developing		Effective		Highly Effective	
Results are well below District performance goals		*Results are below District performance goals*		*Results are in-line with District performance goals*		*Results exceed District performance goals*	

Twenty Point HEDI Chart to be used until Value-Added Measures are approved:

				79%-80%	17		
				77%-78%	16		
				75%-76%	15		
		58%-60%	8	73%-74%	14		
		55%-57%	7	71%-72%	13		
		52%-54%	6	69%-70%	12		
27%-40%	2	49%-51%	5	67%-68%	11	91%-100%	20
13%-26%	1	45%-48%	4	64%-66%	10	85%-90%	19
0%-12%	0	41%-44%	3	61%-63%	9	81%-84%	18
Ineffective		Developing		Effective		Highly Effective	
Results are well below District performance goals		*Results are below District performance goals*		*Results are in-line with District performance goals*		*Results exceed District performance goals*	

Process for Assigning Points:

- After considering previous student performance, normative data, third-party data reports, District thresholds and District values/priorities the Amherst CSD has adopted generic expectations for students meeting their individualized achievement expectations (see above chart) across all grades and subjects.
- Teachers in grades 4-5 ELA and Math will utilize a State approved third-party assessment (AIMSweb) and will receive a point total from 0 to 20 points on the above HEDI chart according to the percent of students meeting their individualized achievement targets. Achievement targets will be established by the teachers and approved by the principal.
- Teachers in grades 6-8 ELA and Math will receive a point total from 0 to 20 points on the above HEDI chart according to the percentage of their students who meet or exceed their achievement target. Achievement targets on the District-Developed Assessments will be established by the teachers and approved by the principal.

- Teachers with multiple locally-selected measures (e.g. 4th grade teacher with locally-selected measures for both ELA and Math) will have their locally-selected measures weighted proportionately based on the number of students included in their reportable teaching assignments.

Attachment A for 3.13: Amherst CSD HEDI Scale for 20 Point Locally-Selected Measures Score for all teachers except 4-8 ELA and math teachers

				79%-80%	17		
				77%-78%	16		
				75%-76%	15		
		58%-60%	8	73%-74%	14		
		55%-57%	7	71%-72%	13		
		52%-54%	6	69%-70%	12		
27%-40%	2	49%-51%	5	67%-68%	11	91%-100%	20
13%-26%	1	45%-48%	4	64%-66%	10	85%-90%	19
0%-12%	0	41%-44%	3	61%-63%	9	81%-84%	18
Ineffective		**Developing**		**Effective**		**Highly Effective**	
Results are well below District performance goals		*Results are below District performance goals*		*Results are in-line with District performance goals*		*Results exceed District performance goals*	

Process for Assigning Points:

- After considering previous student performance, normative data, third-party data reports, District thresholds and District values/priorities the Amherst CSD has adopted generic expectations for students meeting their individualized achievement expectations for teachers using District-Developed Assessments, Student Learning Objectives, and State approved third-party assessments.
- Teachers using 4, State approved third-party assessment (AIMSweb), in "all other courses" and in K-3 ELA and K-3 Math (tasks 3.4 and task 3.5) as their measure will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their achievement target (see above chart). Achievement targets will be established by the teacher and approved by the principal.
- Teachers using 6(ii), School wide measure computed locally, in "all other courses" as their measure will receive a point total from 0 to 20 points according to the percentage of students school wide who meet or exceed their achievement target (see above chart). Achievement targets will be established by the teacher and approved by the principal.
- Teachers using 7, Student Learning Objectives, in "all other courses" as their measure will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their individual SLO achievement target (see above chart). Achievement targets will be established by the teacher and approved by the principal.
- Teachers with multiple locally-selected measures (e.g. 2nd grade teacher with locally-selected measures for both ELA and Math) will have their locally-selected measures weighted proportionately based on the number of students included in their reportable teaching assignments (e.g. 50% of their score will come from AIMSweb ELA results and 50% from AIMSweb Math results). Standard rounding rules will apply. See SLO example below.

	SLO 1	SLO 2
Step 1: Assess results of each SLO separately	16/20 points	11/20 points
Step 2: Weight each SLO proportionately	Covers 60/110 students or 55% of overall students	Covers 50/110 students or 45% of overall students
Step 3: Calculate proportional points for each SLO	16 points x 55% = 9 points	11 points x 45% = 5 points
Overall Achievement Score = 14 points		

Attachment B for 3.13: Amherst Middle School Locally-Selected Measures of Student Achievement: School-Wide Achievement Results Based on NYS Grades 6-8 ELA Assessments

ELA HEDI Chart:

									17.00%	-	20.00%	17					
									14.00%	-	16.99%	16					
									11.00%	-	13.99%	15					
				-10.00%	-	-7.01%	8	8.00%	-	10.99%	14						
				-13.00%	-	-10.01%	7	5.00%	-	7.99%	13						
				-16.00%	-	-13.01%	6	2.00%	-	4.99%	12						
-30.00%	-	-25.01%	2	-19.00%	-	-16.01%	5	-1.00%	-	1.99%	11	30.01%	-	or more	20		
-35.00%	-	-30.01%	1	-22.00%	-	-19.01%	4	-4.00%	-	-1.01%	10	25.01%	-	30.00%	19		
or less	-	-35.01%	0	-25.00%	-	-22.01%	3	-7.00%	-	-4.01%	9	20.01%	-	25.00%	18		
Ineffective				Developing				Effective				Highly Effective					
Results are well below District performance goals				Results are below District performance goals				Results are in-line with district performance goals				Results exceed District performance goals					

Please Note: percentages in the chart above represent the difference (gap) between Amherst Middle School's proficiency percentage and the State proficiency percentage.

Process for Assigning Points:

- For the purposes of this document proficiency is defined as the number of students scoring at Levels 3 and 4 on the State assessments.
- After considering previous student performance and District values/priorities, the District has set an achievement target proportionate to the statewide proficiency percentage on the NYS Grades 6-8 ELA Assessments.
- All Amherst Middle School teachers, with the exception of grades 6-8 ELA, Math and Math AIS teachers, will have a school-wide achievement result based on the NYS Grades 6-8 ELA Assessments.
- Teachers will receive a point total from 0 to 20 points on the above HEDI chart based on the average proficiency percentage on the NYS Grades 6-8 ELA Assessments in relation to the State proficiency percentage. The State proficiency percentage for each assessment will be subtracted from the Amherst Middle School proficiency percentage to determine the gap that will be divided among the 20 points. For each ELA Assessment in grades 6-8 the gap will be calculated separately. The gaps will be averaged to develop a school-wide average. The school-wide average will be converted to a 20 point score using the above HEDI chart.

Attachment C for 3.13: Amherst High School Locally-Selected Measures of Student Achievement: School-Wide Achievement Results based on Composite of all June Regents Exams

Regents HEDI Chart:

									910	-	920	17					
									899	-	909	16					
									888	-	898	15					
				804	-	820	8		877	-	887	14					
				788	-	803	7		865	-	876	13					
				771	-	787	6		854	-	864	12					
686	-	720	2	754	-	770	5		843	-	853	11	974	-	1000	20	
650	-	685	1	738	-	753	4		832	-	842	10	948	-	973	19	
0	-	649	0	721	-	737	3		821	-	831	9	921	-	947	18	
Ineffective				Developing					Effective				Highly Effective				
Results are well below District performance goals				Results are below District performance goals					Results are in-line with District performance goals				Results exceed District performance goals				

Process for Assigning Points:

- For the purposes of this document proficiency is defined as the number of students scoring a 65 or higher on the NYS Regents Exams.
- After considering previous student performance and District values/priorities, the District has set an achievement target based on the composite of all June Regents Exams given.
- All Amherst High School teachers will have a school-wide achievement result based on the proficiency percentage on all June Regents Exams given.
- Teachers will receive a point total from 0 to 20 points on the above HEDI chart based on the proficiency percentage of all June Regents Exams given (10 exams). The number of students receiving a 65 or higher on all June Regents Exams will be divided by the total number of exams taken to determine the school-wide proficiency percentage. The school-wide proficiency percentage will be multiplied by 10 and converted to a 20 point score using the above HEDI chart.
- NYS Comprehensive ELA Regents will be administered so long as permitted by SED. After which time only the Common Core ELA Regents will be administered.
- Both the 2005 Standards and the Common Core Math Regents will be offered to students in a Common Core course where applicable. The higher score of the two assessments will be used to determine results.

Attachment D for 3.13: Amherst Elementary Schools Locally-Selected Measures of Student Achievement for K-5 ESL and 3-5 8:1:1 Special Education-Functional Teachers: School-Wide Achievement Results based on Grades 4 and 5 ELA and Math Assessments

ELA and Math Growth HEDI Chart:

										1.21	-	1.60	17				
										0.81	-	1.20	16				
										0.41	-	0.80	15				
				-11.72	-	-10.05	8			0.01	-	0.40	14				
				-13.39	-	-11.73	7			-2.00	-	0.00	13				
				-15.07	-	-13.40	6			-4.01	-	-2.01	12				
-25.00	-	-20.11	2	-16.75	-	-15.08	5			-6.02	-	-4.02	11	3.01		or more	20
-35.00	-	-25.01	1	-18.42	-	-16.76	4			-8.03	-	-6.03	10	2.01	-	3.00	19
or less		-35.01	0	-20.10	-	-18.43	3			-10.04	-	-8.04	9	1.61	-	2.00	18
Ineffective				Developing						Effective				Highly Effective			
Results are well below District performance goals				Results are below District performance goals						Results are in-line with district performance goals				Results exceed District performance goals			

Please Note: percentages in the charts above represent the difference (gap) between the Elementary School's proficiency percentage and the State proficiency percentage.

Process for Assigning Points:

- After considering previous student performance and Amherst CSD values/priorities, the District has set a growth target proportionate to the statewide proficiency percentage on the NYS Grades 4-5 ELA and Math Assessments.

- Grades K-5 ESL and 3-5 8:1:1 Special Education-Functional teachers will have a school-wide result based on the NYS Grades 4-5 ELA and Math Assessments.

- Our district is measuring the growth between the Grade 3 and 4 ELA/Math State Assessments from the prior year to the Grade 4 and 5 ELA/Math State Assessments for the current year for each building, as compared to the State average on the same assessments for the same years. The district has set a growth target of a 1.60% increase in the difference between the building average proficiency and state average proficiency on the listed assessments. HEDI points are awarded based on the increase/decrease of the percentage of students proficient (Level 3 or better) as compared to the State averages.

- One 20 point score will be calculated for the grades 4-5 ELA Assessments and one score will be calculated for the grades 4-5 Math Assessments. The two scores will be averaged to determine the teachers' overall measure. Standard rounding rules will apply.

Attachment for 4.5: Other Measures of Effectiveness (60 points)
Process for Assigning Points

Description:

The District shall assess teachers under this subcomponent as required under §30-2.5(d) of the Commissioner's regulations. This subcomponent score shall be based on multiple measures and aligned with the New York State Teaching Standards. The process of determining those sixty (60) points shall be determined by procedures and practices outlined in this document. Modification of these procedures and practices shall be the responsibility of the APPR committee (subject to collective bargaining).

Teacher Practice Rubric:

The Thoughtful Classroom Teacher Effectiveness Framework

Components:

Sixty (60) points will be generated using Dimensions One through Ten (1-10) of The Thoughtful Classroom Teacher Effectiveness Framework. Although it is best to observe a teacher as many times as possible through formal and informal observations, it is understood that observers may not necessarily have the chance to see each of the Five Practices of Effective Instruction (Dimensions 5-9) in action. Each observed dimension within The Four Cornerstones of Effective Teaching (Dimensions 1-4), The Five Episodes of Effective Instruction (Dimensions 5-9), and Dimension Ten (10) will be scored on a scale of one to four (1-4). Dimensions observed more than once will result in one (1) average score for each dimension. Dimension Ten (10) will be scored based on evidence of professional practice submitted by the teacher. The four (4) point scores for the dimensions will be averaged to establish a Total Average Rubric Score. This score will be converted to a sixty (60) point score using the methodology described below.

- Classroom Observations
  - All classroom observations shall be documented.
  - At least one announced observation will be completed, including the post-observation conference, before an unannounced observation can occur.
- Announced Observations
  - Each year a tenured teacher shall be required to have one (1) announced observation completed by an administrator. Non-tenured teachers shall have two (2) announced observations.

  - Each evaluation shall have the following parts:
    1) Pre-Observation Conference
       - A meeting is required and should occur two to three (2-3) school days prior to the lesson observation. A Pre-Observation/Lesson Plan Form will be completed by the teacher and submitted at least one (1) school day prior to the pre-observation conference.

    2) Observation of Lesson
       - The announced observation shall be documented.

    3) Post-Observation
       - A post-observation conference will be conducted within five (5) school days of the observed lesson. A written evaluation report of the lesson by the

administrator should be completed within ten (10) school days of the post-observation conference and submitted to the teacher. The teacher will acknowledge receipt of the evaluation. The evaluation report shall be appropriately filed.

- Unannounced Observations
  - Each year, a tenured teacher shall have one (1) unannounced observation, and non-tenured teachers shall have a minimum of one (1) unannounced observation.
  - The unannounced observation will focus on the Four Cornerstones of Effective Teaching (Dimensions 1-4) from The Thoughtful Classroom Effectiveness Framework. Unannounced observations will be documented.
  - An evaluation report of the lesson by the administrator should be completed within ten (10) school days of the observation and submitted to the teacher. The teacher will acknowledge receipt of the evaluation. The evaluation report shall be appropriately filed. A post-observation conference will only be conducted at the request of the teacher or administrator within (5) days of receipt of an evaluation report.

- Dimension Ten: Professional Practice
  1) By May 15th each teacher will complete the Dimension Ten: Summary of Professional Practice form and submit it to his/her building principal. This form will document the teacher's professional growth for the current school year (July 1st to June 30th) as measured by the indicators in the NYS Teaching Standards and The Thoughtful Teacher Classroom Effectiveness Framework. A minimum of five (5) items will be documented and scoring will follow the process outlined above in the section titled "Components."

Rubric Score to Sub-Component Conversion Chart:

The chart below will be utilized to convert the Total Average Rubric Score for the "Other Measures of Effectiveness "(maximum of 60 points).

Total Average Rubric Score	Category	Other Measures of Effectiveness
Ineffective 0-49		
1		0
1.1		12
1.2		24
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		50
1.7		51
1.8		52
1.9		52
2		53
2.1		54
2.2		54
2.3		55
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

Converting The Thoughtful Classroom Teacher Effectiveness Framework Performance Levels to SED Performance Levels:

Thoughtful Classroom Teacher Effectiveness Framework	SED Performance Level	Rating
Novice	Ineffective	1
Developing	Developing	2
Proficient	Effective	3
Expert	Highly Effective	4

Sample Scores Using The Thoughtful Classroom Teacher Effectiveness Framework:

#	Dimension	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6
1	Organization, Rules, and Procedures	4	3	3	2	2	2
2	Positive Relationships	3	3	3	2	2	1
3	Engagement and Enjoyment	4	3	3	2	2	1
4	A Culture of Thinking and Learning	4	4	3	2	2	1
5	Preparing Students for New Learning	4	Not Observed	Not Observed	3	2	2
6	Presenting New Learning	Not Observed	3	3	Not Observed	2	Not Observed
7	Deepening and Reinforcing Learning	4	3	Not Observed	2	2	2
8	Applying Learning	3	3	2	2	2	Not Observed
9	Reflecting on and Celebrating Learning	Not Observed	4	Not Observed	3	Not Observed	1
10	Professional Practice	4	3	3	2	2	1
	Total Points	30	29	20	20	18	11
	Total Average Rubric Score	3.75	3.222222	2.857142	2.222222	2.0	1.375
	Rounded Score	3.8	3.2	2.9	2.2	2.0	1.4
	Conversion to Other Measures of Effectiveness	59	58	57	54	53	49

Amherst Central Schools
Annual Professional Performance Review (APPR)
Teacher Improvement Plan (TIP)

The District and the Amherst Education Association agree that the purpose of conducting an APPR is to improve professional practice and, based on sound teaching practices, increase the likelihood for successful student performance. In the event that a teacher is found to be at an overall "developing" or "ineffective" rating level through an annual professional performance review, that teacher will be provided with a Teacher Improvement Plan (TIP). The TIP shall be provided as soon as practicable, but no later than ten (10) school days after the date on which teachers are required to report to work for the opening of classes for the school year. Additionally, if a teacher is found to be "developing" or "ineffective" in at least one (1) of the ten (10) Dimensions listed below, that teacher may be provided with a TIP.

The parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The Union President will be notified prior to the issuance of a TIP and, with the agreement of the teacher, shall be provided with a copy of the TIP. A trained union representative will be provided to the teacher. The TIP shall be developed by the building principal in consultation with the teacher. All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books and travel, shall be borne by the District in their entirety. No disciplinary action shall be taken by the District against a teacher until a TIP has been fully implemented and its effectiveness in improving the teacher's performance has been evaluated. Any changes to a TIP that has been issued must be made by mutual agreement.

Teacher: _____ Administrator: _____

School: _____ Status: Temporary ____ Probationary ____ Tenured ____

Grade: _____ Subject: _____

Annual Professional Performance Review Teaching Standards Criteria

Complete one TIP and ***check no more than three areas***

____ 1. Organization, Rules and Procedures	____ 6. Presenting New Learning
____ 2. Positive Relationships	____ 7. Deepening Learning
____ 3. Engagement and Enjoyment	____ 8. Applying Learning
____ 4. A Culture of Thinking and Learning	____ 9. Helping Students Reflect on & Celebrate Learning
____ 5. Preparing Students for New Learning	____ 10. Professional Practice

Teacher Improvement Plan

Teaching Standards Criterion	**Strategies/ Recommendations** (with identified resources and/or personnel needed)	**Expected Evidence**: Documentation &/or Performance (must include who is responsible for monitoring performance listed)	**Timeline** (must include any pre-determined status updates and an ending date)	**Status & Verification** (ex. successfully completed 1/15/12; signed by verifier)

Teacher Signature _____ Date: _____

Principal's Signature _____ Date: _____

Attachment A for 7.3: Windermere Boulevard Elementary School Principal for Grades PK-2 (located in the PK-5 building) School-Wide Results Based on NYS State Grades 4-5 ELA and Math Assessments

ELA and Math Growth HEDI Chart:

																1.21	-	1.60	17				
																0.81	-	1.20	16				
																0.41	-	0.80	15				
								-11.72	-	-10.05	8	0.01	-	0.40	14								
								-13.39	-	-11.73	7	-2.00	-	0.00	13								
								-15.07	-	-13.40	6	-4.01	-	-2.01	12								
-25.00	-	-20.11	2					-16.75	-	-15.08	5	-6.02	-	-4.02	11	3.01		or more	20				
-35.00	-	-25.01	1					-18.42	-	-16.76	4	-8.03	-	-6.03	10	2.01	-	3.00	19				
or less		-35.01	0					-20.10	-	-18.43	3	-10.04	-	-8.04	9	1.61	-	2.00	18				
Ineffective				Developing								Effective				Highly Effective							
Results are well below District performance goals				Results are below District performance goals								Results are in-line with district performance goals				Results exceed District performance goals							

Please Note: percentages in the charts above represent the difference (gap) between the Elementary School's proficiency percentage and the State proficiency percentage.

Process for Assigning Points:

- After considering previous student performance and Amherst CSD values/priorities, the District has set a growth target proportionate to the statewide proficiency percentage on the NYS Grades 4-5 ELA and Math Assessments.
- The Principal of Windermere Boulevard School's Early Childhood Education Center (grades PK-2), which inhabits the same building as Windermere Boulevard Elementary School (grades PK-5), will have a school-wide result based on the NYS Grades 4-5 ELA and Math Assessments.
- Our district is measuring the growth between the Grade 3 and 4 ELA/Math State Assessments from the prior year to the Grade 4 and 5 ELA/Math State Assessments for the current year for each building, as compared to the State average on the same assessments for the same years. The district has set a growth target of a 1.60% increase in the difference between the building average proficiency and state average proficiency on the listed assessments. HEDI points are awarded based on the increase/decrease of the percentage of students proficient (Level 3 or better) as compared to the State averages.
- One 20 point score will be calculated for the grades 4-5 ELA Assessments and one score will be calculated for the grades 4-5 Math Assessments. The two scores will be weighted proportionately based on the number of students within each SLO to determine the principal's overall SLO score. Standard rounding rules will apply.
- For students who do not have previous year's assessment results, a minimum rigor expectation for growth will be set as the percent of students reaching proficiency (3 or better) on the grade 4 or 5 ELA or Math Assessments. The percentage of students meeting this target will be converted to a HEDI score based on the chart listed in "Attachment B." Once this HEDI score and the HEDI score discussed above are calculated, they will be weighted proportionately based on the number of students combined to result in a final HEDI score.

Attachment B for 7.3: Amherst CSD HEDI Scale for 20 Point Growth Score (principals)

				79%-80%	17		
				77%-78%	16		
				75%-76%	15		
		58%-60%	8	73%-74%	14		
		55%-57%	7	71%-72%	13		
		52%-54%	6	69%-70%	12		
27%-40%	2	49%-51%	5	67%-68%	11	91%-100%	20
13%-26%	1	45%-48%	4	64%-66%	10	85%-90%	19
0%-12%	0	41%-44%	3	61%-63%	9	81%-84%	18
Ineffective		**Developing**		**Effective**		**Highly Effective**	
Results are well below District performance goals		*Results are below District performance goals*		*Results are in-line with District performance goals*		*Results exceed District performance goals*	

Attachment for 8.1: Locally Selected Measures for Principals

Smallwood Drive Elementary School Principal
School-Wide Results Based on NYS State Grades 4-5 ELA and Math Assessments

SDS Principal 20 point ELA HEDI Chart:

										16.66%	-	19.98%	17				
										13.32%	-	16.65%	16				
										9.99%	-	13.31%	15				
				-13.30%	-	-9.99%	8			6.66%	-	9.98%	14				
				-16.63%	-	-13.31%	7			3.33%	-	6.65%	13				
				-19.97%	-	-16.64%	6			0.00%	-	3.32%	12				
-33.27%	-	-29.96%	2	-23.29%	-	-19.98%	5	-3.32%	-	-0.01%	11	26.65%	-	100.00%	20
-36.60%	-	-33.28%	1	-26.61%	-	-23.30%	4	-6.65%	-	-3.33%	10	23.32%	-	26.64%	19
-100%	-	-36.61%	0	-29.95%	-	-26.62%	3	-9.98%	-	-6.66%	9	19.99%	-	23.31%	18
Ineffective				Developing				Effective				Highly Effective			
Results are well below District performance goals				Results are below District performance goals				Results are in-line with district performance goals				Results exceed District performance goals			

SDS Principal 20 point Math HEDI Chart:

										14.96%	-	17.94%	17				
										11.97%	-	14.95%	16				
										8.98%	-	11.96%	15				
				-11.95%	-	-8.98%	8			5.98%	-	8.97%	14				
				-14.93%	-	-11.96%	7			2.99%	-	5.97%	13				
				-17.93%	-	-14.94%	6			0.00%	-	2.98%	12				
-29.88%	-	-26.91%	2	-20.92%	-	-17.94%	5	-2.98%	-	-0.01%	11	23.94%	-	100.00%	20
-32.87%	-	-29.89%	1	-23.90%	-	-20.93%	4	-5.97%	-	-2.99%	10	20.95%	-	23.93%	19
-100%	-	-32.88%	0	-26.90%	-	-23.91%	3	-8.97%	-	-5.98%	9	17.95%	-	20.94%	18
Ineffective				Developing				Effective				Highly Effective			
Results are well below District performance goals				Results are below District performance goals				Results are in-line with district performance goals				Results exceed District performance goals			

Please Note: percentages in the charts above represent the difference (gap) between Smallwood Drive Elementary School's proficiency percentage and the State proficiency percentage.

SDS Principal 15 point Value Added ELA HEDI Chart:

									14.98%	-	19.96%	13					
				-14.97%	-	-9.99%	7	9.98%	-	14.97%	12						
				-19.97%	-	-14.98%	6	4.99%	-	9.97%	11						
-39.91%	-	-34.94%	2	-24.95%	-	-19.98%	5	0.00%	-	4.98%	10						
-44.91%	-	-39.92%	1	-29.93%	-	-24.96%	4	-4.99%	-	-0.01%	9	24.96%	-	100.00%	15		
-100%	-	-44.92%	0	-34.93%	-	-29.94%	3	-9.98%	-	-5.00%	8	19.97%	-	24.95%	14		
Ineffective				**Developing**				**Effective**				**Highly Effective**					
Results are well below District performance goals				Results are below District performance goals				Results are in-line with district performance goals				Results exceed District performance goals					

SDS Principal 15 point Value Added Math HEDI Chart:

									13.45%	-	17.92%	13					
				-13.44%	-	-8.98%	7	8.97%	-	13.44%	12						
				-17.93%	-	-13.45%	6	4.48%	-	8.96%	11						
-35.85%	-	-31.38%	2	-22.41%	-	-17.94%	5	0.00%	-	4.47%	10						
-40.33%	-	-35.86%	1	-26.88%	-	-22.42%	4	-4.48%	-	-0.01%	9	22.42%	-	100.00%	15		
-100%	-	-40.34%	0	-31.37%	-	-26.89%	3	-8.97%	-	-4.49%	8	17.93%	-	22.41%	14		
Ineffective				**Developing**				**Effective**				**Highly Effective**					
Results are well below District performance goals				Results are below District performance goals				Results are in-line with district performance goals				Results exceed District performance goals					

Process for Assigning Points:

- For the purposes of this document proficiency is defined as the number of students scoring at Levels 3 and 4 on the State assessments.
- After considering previous student achievement and Amherst CSD values/priorities, the District has set an achievement target proportionate to the statewide proficiency percentage on the NYS Grades 4-5 ELA and Math Assessments.
- The principal will receive a point total from 0 to 20 on the above HEDI charts based on the average proficiency percentage on the NYS Grades 4-5 ELA and Math Assessments in relation to the State proficiency percentage. The State proficiency percentage for each assessment will be subtracted from the Smallwood Drive Elementary School proficiency percentage to determine the

gap that will be divided among the 20 points. For each ELA and Math assessment in grades 4-5 the gap will be calculated separately. The gaps will be averaged to develop a school-wide average. The school-wide average will be converted to a 20 point score using previously cited HEDI charts.

- One 20 point score will be calculated for the grades 4-5 ELA assessments and one score will be calculated for the grades 4-5 Math Assessments. The two scores will be averaged to determine the principals' overall local measures score. Standard rounding rules will apply.

Windermere Boulevard Elementary School
Principal for Grades 3-5 (located in the PK-5 building)
School-Wide Results Based on NYS State Grades 4-5 ELA and Math Assessments

WBS Intermediate Principal 20 point ELA HEDI Chart:

																		7.65%	-	9.17%	17		
																		6.12%	-	7.64%	16		
																		4.59%	-	6.11%	15		
								-6.10%	-	-4.59%	8	3.06%	-	4.58%	14		
								-7.62%	-	-6.11%	7	1.53%	-	3.05%	13		
								-9.16%	-	-7.63%	6	0.00%	-	1.52%	12		
-15.26%	-	-13.75%	2					-10.68%	-	-9.17%	5	-1.52%	-	-0.01%	11	12.24%	-	100.00%	20
-16.79%	-	-15.27%	1					-12.20%	-	-10.69%	4	-3.05%	-	-1.53%	10	10.71%	-	12.23%	19
-100%	-	-16.80%	0					-13.74%	-	-12.21%	3	-4.58%	-	-3.06%	9	9.18%	-	10.70%	18
Ineffective								**Developing**				**Effective**				**Highly Effective**			
Results are well below District performance goals								Results are below District performance goals				Results are in-line with district performance goals				Results exceed District performance goals			

WBS Intermediate Principal 20 point Math HEDI Chart:

																		4.47%	-	5.35%	17		
																		3.57%	-	4.46%	16		
																		2.68%	-	3.56%	15		
								-3.55%	-	-2.68%	8	1.79%	-	2.67%	14		
								-4.44%	-	-3.56%	7	0.89%	-	1.78%	13		
								-5.34%	-	-4.45%	6	0.00%	-	0.88%	12		
-8.89%	-	-8.02%	2					-6.22%	-	-5.35%	5	-0.88%	-	-0.01%	11	7.14%	-	100.00%	20
-9.78%	-	-8.90%	1					-7.10%	-	-6.23%	4	-1.78%	-	-0.89%	10	6.25%	-	7.13%	19
-100%	-	-9.79%	0					-8.01%	-	-7.11%	3	-2.67%	-	-1.79%	9	5.36%	-	6.24%	18
Ineffective								**Developing**				**Effective**				**Highly Effective**			
Results are well below District performance goals								Results are below District performance goals				Results are in-line with district performance goals				Results exceed District performance goals			

Please Note: percentages in the charts above represent the difference (gap) between Windermere Boulevard School's proficiency percentage and the State proficiency percentage.

WBS Intermediate Principal 15 point Value Added ELA HEDI Chart:

										6.87%	-	9.15%	13				
				-6.86%	-	-4.59%	7	4.58%	-	6.86%	12						
				-9.16%	-	-6.87%	6	2.29%	-	4.57%	11						
-18.30%	-	-16.03%	2	-11.44%	-	-9.17%	5	0.00%	-	2.28%	10						
-20.59%	-	-18.31%	1	-13.72%	-	-11.45%	4	-2.29%	-	-0.01%	9	11.45%	-	100.00%	15		
-100%	-	-20.60%	0	-16.02%	-	-13.73%	3	-4.58%	-	-2.30%	8	9.16%	-	11.44%	14		
Ineffective				**Developing**				**Effective**				**Highly Effective**					
Results are well below District performance goals				Results are below District performance goals				Results are in-line with district performance goals				Results exceed District performance goals					

WBS Intermediate Principal 15 point Value Added Math HEDI Chart:

										4.00%	-	5.33%	13				
				-3.99%	-	-2.68%	7	2.67%	-	3.99%	12						
				-5.34%	-	-4.00%	6	1.33%	-	2.66%	11						
-10.66%	-	-9.34%	2	-6.66%	-	-5.35%	5	0.00%	-	1.32%	10						
-11.99%	-	-10.67%	1	-7.99%	-	-6.67%	4	-1.33%	-	-0.01%	9	6.67%	-	100.00%	15		
-100%	-	-12.00%	0	-9.33%	-	-8.00%	3	-2.67%	-	-1.34%	8	5.34%	-	6.66%	14		
Ineffective				**Developing**				**Effective**				**Highly Effective**					
Results are well below District performance goals				Results are below District performance goals				Results are in-line with district performance goals				Results exceed District performance goals					

Process for Assigning Points:

- For the purposes of this document proficiency is defined as the number of students scoring at Levels 3 and 4 on the State assessments.
- After considering previous student achievement and Amherst CSD values/priorities, the District has set an achievement target proportionate to the statewide proficiency percentage on the NYS Grades 4-5 ELA and Math Assessments.
- The principal will receive a point total from 0 to 20 on the above HEDI charts based on the average proficiency percentage on the NYS Grades 4-5 ELA and Math Assessments in relation to the State proficiency percentage. The State proficiency percentage for each assessment will be subtracted from the Windermere Boulevard Elementary School proficiency percentage to determine the gap that will be divided among the 20 points. For each ELA and Math assessment in grades 4-5 the gap will be calculated separately. The gaps will be averaged to develop a school-wide

average. The school-wide average will be converted to a 20 point score using previously cited HEDI charts.

- One 20 point score will be calculated for the grades 4-5 ELA assessments and one score will be calculated for the grades 4-5 Math Assessments. The two scores will be averaged to determine the principals' overall local measures score. Standard rounding rules will apply.

HEDI for Middle School Principal Student Local Achievement: District Developed Assessments

Amherst MS Principal 20 point HEDI Chart:

				79%-80%	17		
				77%-78%	16		
				75%-76%	15		
		58%-60%	8	73%-74%	14		
		55%-57%	7	71%-72%	13		
		52%-54%	6	69%-70%	12		
27%-40%	2	49%-51%	5	67%-68%	11	91%-100%	20
13%-26%	1	45%-48%	4	64%-66%	10	85%-90%	19
0%-12%	0	41%-44%	3	61%-63%	9	81%-84%	18
Ineffective		Developing		Effective		Highly Effective	
Results are well below District performance goals		Results are below District performance goals		Results are in-line with District performance goals		Results exceed District performance goals	

Amherst MS Principal 15 point Value Added HEDI Chart:

				77%-80%	13		
		57%-60%	7	73%-76%	12		
		53%-56%	6	69%-72%	11		
27%-40%	2	49%-52%	5	66%-68%	10		
13%-26%	1	45%-48%	4	63%-65%	9	91%-100%	15
0%-12%	0	41%-44%	3	61%-62%	8	81%-90%	14
Ineffective		Developing		Effective		Highly Effective	
Results are well below District performance goals		Results are below District performance goals		Results are in-line with District performance goals		Results exceed District performance goals	

Process for Assigning Points:

- After considering previous student performance, normative data, third-party data reports, District thresholds and District values/priorities the Amherst CSD has adopted generic expectations for students meeting their individualized achievement expectations (see above chart) across all grades and subjects.
- The principal for grades 6-8 will receive a point total from 0 to 20 points on the above HEDI chart according to the percentage of their students who meet or exceed their achievement targets in ELA and Math.

- Achievement targets will be set collaboratively among teachers, principals, and district administrators.
- The middle school principal will have their locally-selected measures weighted proportionately based on the number of students included in ELA and Math sections. Standard rounding rules will apply.

HEDI for High School Principal Student Local Achievement:
Locally-Selected Measures of Student Achievement on Regents Exams

Amherst HS Principal June Regents Exams 20 point HEDI Chart:

										910	-	920	17				
										899	-	909	16				
										888	-	898	15				
				804	-	820	8			877	-	887	14				
				788	-	803	7			865	-	876	13				
				771	-	787	6			854	-	864	12				
686	-	720	2	754	-	770	5			843	-	853	11	974	-	1000	20
650	-	685	1	738	-	753	4			832	-	842	10	948	-	973	19
0	-	649	0	721	-	737	3			821	-	831	9	921	-	947	18
Ineffective				**Developing**						**Effective**				**Highly Effective**			
Results are well below District performance goals				Results are below District performance goals						Results are in-line with District performance goals				Results exceed District performance goals			

Amherst HS Principal June Regents Exams 15 point Value Added HEDI Chart:

										904	-	920	13				
				801	-	820	7			887	-	903	12				
				781	-	800	6			871	-	886	11				
686	-	720	2	761	-	780	5			854	-	870	10				
650	-	685	1	741	-	760	4			838	-	853	9	961	-	1000	15
0	-	649	0	721	-	740	3			821	-	837	8	921	-	960	14
Ineffective				**Developing**						**Effective**				**Highly Effective**			
Results are well below District performance goals				Results are below District performance goals						Results are in-line with district performance goals				Results exceed District performance goals			

Process for Assigning Points:

- For the purposes of this document proficiency is defined as the number of students scoring 65 points or higher on the NYS Regents Exams.

- After considering previous student performance and District values/priorities, the District has set an achievement target based on the composite of all June Regents Exams given.
- The high school principal will have a school-wide achievement result based on the proficiency percentage on all June Regents Exams given.
- The high school principal will receive a point total from 0 to 20 points on the above HEDI chart based on the proficiency percentage of all June Regents Exams given (10 exams). The number of students receiving 65 points or higher on all June Regents Exams will be divided by the total number of exams taken to determine the school-wide proficiency percentage. The school-wide proficiency percentage will be multiplied by 10 and converted to a 20 point score using the above HEDI chart.
- NYS Comprehensive ELA Regents will be administered so long as permitted by SED. After which time only the Common Core ELA Regents will be administered.
- Both the 2005 Standards and the Common Core Math Regents will be offered to students in a Common Core course where applicable. The higher score of the two assessments will be used to determine results.

Attachment for 8.2: Locally Selected Measures for Windermere Boulevard Elementary School Principal for Grades PK-2 (located in the PK-5 building)

				79%-80%	17		
				77%-78%	16		
				75%-76%	15		
		58%-60%	8	73%-74%	14		
		55%-57%	7	71%-72%	13		
		52%-54%	6	69%-70%	12		
27%-40%	2	49%-51%	5	67%-68%	11	91%-100%	20
13%-26%	1	45%-48%	4	64%-66%	10	85%-90%	19
0%-12%	0	41%-44%	3	61%-63%	9	81%-84%	18
Ineffective		**Developing**		**Effective**		**Highly Effective**	
Results are well below District performance goals		*Results are below District performance goals*		*Results are in-line with District performance goals*		*Results exceed District performance goals*	

Process for Assigning Points:

- Amherst CSD has adopted generic achievement expectations for all grades and subjects with the bar set at 80% for the percent of students who must meet their achievement targets in order for the principal to receive the maximum number of points within the Effective range.

- Principals using AIMSweb will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their achievement targets (see above chart).

- Achievement targets will be set collaboratively among teachers, principals, and district administrators.

- We will average the scores of principals who have more than one locally selected measure. For example, if an elementary principal earns 14 points on the ELA measure and 8 points on the math measure, the final score will be 11 points, which is the average of 14 and 8. Standard rounding rules will apply.

Attachment for 9.7: Process for Assigning Points and Determining HEDI Rating

Principal's Leadership and Management Assessment Summary: MPPR Multidimensional Performance Rubric

Using the rubric, the Superintendent will gather evidence of the principal's performance in each Domain over three observations. Comments will be recorded below for each observation. The principal will receive one score of 1-4 for each Domain after all three observations have been completed based on the totality of the evidence.

The score for each Domain will be added to create a Total Score. The Total Score will be divided by six to determine the Average Score for all Domains. The Average Score will be converted to a 0-60 HEDI score using the attached conversion chart.

Name of Principal: _____

Name of Evaluator: _____

School Year: _____

Domain	**Domain Score (1-4)**	**Comments:**
I- Shared Vision of Learning		
II- School Culture and Instructional Programs		
III- Safe, Efficient, Effective Learning Environment		
IV- Community		
V- Integrity, Fairness and Ethics		
VI- Political, Social, Economic, Legal and Cultural Context		

TOTAL SCORE (0 – 24)		**Summative Comments:**

Average Score [Total Score ÷ 6] : ____

Points Awarded 0-60 (based on HEDI Conversion – Appendix D): ____

Overall Rating: Highly Effective Effective Developing Ineffective
(circle one)

Performance Level	Points Ranges
Highly Effective	(59-60)
Effective	(57-58)
Developing	(50-56)
Ineffective	(0-49)

The description and timeline of the evaluation process is as follows:

a. By October 15th, the Superintendent shall meet with each principal to collaboratively design the evaluation components for the upcoming year, including any required target setting for local assessments or state assessments where no state provided score exists.
b. There will be a minimum of 3 visits for the purpose of observation, one being unannounced during the school year.
c. Following each building visit, the Superintendent shall provide a brief written summary to the principal. Specific feedback will be provided particularly if there are any identified concerns. If so, evidence will be provided by the Superintendent from these informal visits, and a meeting will be held regarding the visit if requested by the principal.

d. **HEDI Chart for MPPR Rubric: Domain to Full Score Conversion Chart:**

The chart below will be utilized to convert the Total Average Rubric/Domain Score for the "Other Measures of Effectiveness "(maximum of 60 points).

Total Average Rubric/Domain Score	Category	(MPPR)Other Measures of Effectiveness Score
Ineffective 0-49		
1		0
1.1		12
1.2		24
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		50
1.7		51
1.8		52
1.9		52
2		53
2.1		54
2.2		54
2.3		55
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

Principal Improvement Plan (PIP) Form

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced not later than ten (10) days after the start of a school year. The Superintendent in conjunction with the principal must develop an improvement plan that contains:

Principal's Name : _____

School Year: _____

Deficiency that promulgated the "developing or ineffective" performance rating:

_____

_____

_____

Documentation that highlights areas of deficiency:

_____

_____

_____

Improvement Plan/Outcome:

_____

_____

_____

_____

Action Steps/Activities:

_____

_____

_____

_____

Timeline for
completion: _____

Required and Accessible Resources:

_____

_____

_____

Date(s) for formative evaluation on progress (Superintendent and Principal initial each date to confirm the meeting):

December _____

March _____

Other if needed _____

Evidence of Plan Achievement:

_____

_____

_____

_____

Principal Signature: _____

Date: _____

Superintendent Signature: _____

Date: _____

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

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

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also 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:

Laura Chaah 12/8/14

Teachers Union President Signature: Date:

12/9/14

Administrative Union President Signature: Date:

12/9/14

Board of Education President Signature: Date:

12/9/14

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:

Lara Chek 12/15/14