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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August. 22, 2013

Revised

William C. Berg, Superintendent
Andover Central School District
31-35 Elm St.
PO Box G
Andover, NY 14806

Dear Superintendent Berg:

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 Tuesday, July 30, 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 : 020601040000

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

020601040000

1.2) School District Name: ANDOVER CSD

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

ANDOVER CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Monday, August 19, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects, 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: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:
State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:
District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:
State assessments, *required if one exists*
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments
Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

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

	ELA	Assessment
K	State-approved 3rd party assessment	Aimsweb
1	State-approved 3rd party assessment	Aimsweb
2	State-approved 3rd party assessment	Aimsweb

	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.	The teacher and the principal will meet to set individual student growth targets. Each teacher's performance shall be measured against an Andover Central School District SLO target of 85% derived from baseline data. The SLO set by the teacher and principal will not be the same measure set in the local achievement measure. (See attached in 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 85% or more of all the students achieving their target growth derived from baseline data. (See attached in 2.11)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 65% and 84% of all students achieving their target growth derived from baseline data. (See attached in 2.11)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 50% and 64% of all the students achieving their target growth derived from baseline data. (See attached in 2.11)

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have fewer than 50% of all the students achieving their target growth derived from baseline data. (See attached in 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.

	Math	Assessment
K	State-approved 3rd party assessment	Aimsweb
1	State-approved 3rd party assessment	Aimsweb
2	State-approved 3rd party assessment	Aimsweb

	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.	The teacher and the principal will meet to set individual student growth targets. Each teacher's performance shall be measured against an Andover Central School District SLO target of 85% derived from baseline data. The SLO set by the teacher and principal will not be the same measure set in the local achievement measure. (See attached in 2.11)
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have fewer than 50% of all the students achieving their target growth derived from baseline data. (See attached in 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	Andover developed Science Assessment Grade 6
7	District, regional or BOCES-developed assessment	Andover developed Science Assessment Grade 7

	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.	The teacher and the principal will meet to set individual student growth targets. Each teacher's performance shall be measured against an Andover Central School District SLO target of 85% derived from baseline data. The SLO set by the teacher and principal will not be the same measure set in the local achievement measure. (See attached in 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 85% or more of all the students achieving their target growth derived from baseline data. (See attached in 2.11)
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have fewer than 50% of all the students achieving their target growth derived from baseline data. (See attached in 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	Andover developed Social Studies Assessment Grade 6
7	District, regional or BOCES-developed assessment	Andover developed Social Studies Assessment Grade 7
8	District, regional or BOCES-developed assessment	Andover developed Social Studies Assessment Grade 8

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.	The teacher and the principal will meet to set individual student growth targets. Each teacher's performance shall be measured against an Andover Central School District SLO target of 85% derived from baseline data. The SLO set by the teacher and principal will not be the same measure set in the local

	achievement measure. (See attached in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students achieving their target growth derived from baseline data. (See attached in 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 65% and 84% of all students achieving their target growth derived from baseline data. (See attached in 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 50% and 64% of all the students achieving their target growth derived from baseline data. (See attached in 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 50% of all the students achieving their target growth derived from baseline data. (See attached in 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	Andover developed Global 1 Assessment Grade 9

	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.	The teacher and the principal will meet to set individual student growth targets. Each teacher's performance shall be measured against an Andover Central School District SLO target of 85% derived from baseline data. The SLO set by the teacher and principal will not be the same measure set in the local achievement measure. (See attached in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students achieving their target growth derived from baseline data. (See attached in 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 65% and 84% of all students achieving their target growth derived from baseline data. (See attached in 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 50% and 64% of all the students achieving their target growth derived from baseline data. (See attached in 2.11)

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 50% of all the students achieving their target growth derived from baseline data. (See attached in 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.	The teacher and the principal will meet to set individual student growth targets. Each teacher's performance shall be measured against an Andover Central School District SLO target of 85% derived from baseline data. The SLO set by the teacher and principal will not be the same measure set in the local achievement measure. (See attached in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students achieving their target growth derived from baseline data. (See attached in 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 65% and 84% of all students achieving their target growth derived from baseline data. (See attached in 2.11)
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 50% of all the students achieving their target growth derived from baseline data. (See attached in 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, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher and the principal will meet to set individual student growth targets. Each teacher's performance shall be measured against an Andover Central School District SLO target of 85% derived from baseline data. The SLO set by the teacher and principal will not be the same measure set in the local achievement measure. For the 2013-2014 school year, the Andover Central School District will use the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents, and will use the higher of the 2 scores on these assessments. For the 2014-2015 school year and thereafter, the district will use the NYS Common Core Algebra Regents. (See attached in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students achieving their target growth derived from baseline data. (See attached in 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 65% and 84% of all students achieving their target growth derived from baseline data. (See attached in 2.11)
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 50% of all the students achieving their target growth derived from baseline data. (See attached in 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	Andover developed ELA Assessment Grade 9

Grade 10 ELA	District, regional or BOCES-developed assessment	Andover developed ELA Assessment Grade 10
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher and the principal will meet to set individual student growth targets. Each teacher's performance shall be measured against an Andover Central School District SLO target of 85% derived from baseline data. The SLO set by the teacher and principal will not be the same measure set in the local achievement measure. In the 2013-2014 school year, the Andover Central School District will use the NYS Comprehensive English Regents. In the 2014-2015 school year and thereafter, the district will use the NYS Common Core English Regents. (See attached in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students achieving their target growth derived from baseline data. (See attached in 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 65% and 84% of all students achieving their target growth derived from baseline data. (See attached in 2.11)
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 50% of all the students achieving their target growth derived from baseline data. (See attached in 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" .

Course(s) or Subject(s)	Option	Assessment
ACE Calculus I	District, Regional or BOCES-developed	Andover developed ACE Calculus I Assessment Grades 11-12
ACE English I	District, Regional or BOCES-developed	Andover developed ACE English I Assessment Grade 12
ACE English II	District, Regional or BOCES-developed	Andover developed ACE English II Assessment Grade12
ACE Photography	District, Regional or BOCES-developed	Andover developed ACE Photography Assessment Grades 11-12

	ACE Spanish I	District, Regional or BOCES-developed	Andover developed ACE Spanish I Assessment Grades 11-12
	ACE Spanish II	District, Regional or BOCES-developed	Andover developed ACE Spanish II Assessment Grades 11-12
	ACE Statistics	District, Regional or BOCES-developed	Andover developed ACE Statistics Assessment Grade 12
	Advanced Art	District, Regional or BOCES-developed	Andover developed Advanced Art Assessment Grades 11-12
	Advanced Drawing and Painting	District, Regional or BOCES-developed	Andover developed Advanced Drawing & Painting Assessment Grades 11-12
	Advanced Music Performance	District, Regional or BOCES-developed	Andover developed Advanced Music Performance Assessment Grades 11-12
	Advanced Production	District, Regional or BOCES-developed	Andover developed Advanced Production Assessment Grades 11-12
	Art PreK-6	District, Regional or BOCES-developed	Andover developed Art Assessment PreK-6 - Grade Specific PreK-6
	Music PreK-6	District, Regional or BOCES-developed	Andover developed Music Assessment PreK-6 - Grade Specific PreK-6
	American Government	District, Regional or BOCES-developed	Andover developed American Government Assessment Grade 12
	Library PreK-6	District, Regional or BOCES-developed	Andover developed Library Assessment PreK-6 - Grade Specific PreK-6
	Art 7	District, Regional or BOCES-developed	Andover developed Art 7 Assessment Grade 7
	Art 8	District, Regional or BOCES-developed	Andover developed Art 8 Assessment Grade 8
	Computer 9	District, Regional or BOCES-developed	Andover developed Computer 9 Assessment Grade 9
	Computer 7	District, Regional or BOCES-developed	Andover developed Computer 7 Assessment Grade 7
	Computer 8	District, Regional or BOCES-developed	Andover developed Computer 8 Assessment Grade 8

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.	The teacher and the principal will meet to set individual student growth targets. Each teacher's performance shall be measured against an Andover Central School District SLO target of 85% derived from baseline data. The SLO set by the teacher and principal will not be the same measure set in the local achievement measure. (See attached in 2.11)
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Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 50% and 64% of all the students achieving their target growth derived from baseline data. (See attached in 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 50% of all the students achieving their target growth derived from baseline data. (See attached in 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/12186/574003-avH4IQNZMh/Form 2.10.All Other Courses_2.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/5364/124797-TXEtxx9bQW/2.11 SLO target 20%_1.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.

There are no locally developed controls for set for this item.

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013
Updated Wednesday, August 21, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.
One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 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	4) State-approved 3rd party assessments	AIMSWeb
7	4) State-approved 3rd party assessments	AIMSWeb
8	4) State-approved 3rd party assessments	AIMSWeb

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The teacher and the principal will meet to set their student achievement target. HEDI points will be assigned for teachers based on the percentage of students meeting the target. See the chart uploaded in 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 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	4) State-approved 3rd party assessments	AIMSWeb
7	4) State-approved 3rd party assessments	AIMSWeb
8	4) State-approved 3rd party assessments	AIMSWeb

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The teacher and the principal will meet to set their student achievement target. HEDI points will be assigned for teachers based on the percentage of students meeting the target. See the chart uploaded in 3.3.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 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/12149/574004-rhJdBgDruP/3.3 15 % and 20% Local Measure New Chart.docx

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

Growth or achievement measure(s) from these options.
One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWeb
1	4) State-approved 3rd party assessments	AIMSWeb
2	4) State-approved 3rd party assessments	AIMSWeb
3	4) State-approved 3rd party assessments	AIMSWeb

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher and the principal will meet to set their student achievement target. HEDI points will be assigned for teachers based on the percentage of students meeting the target. See the chart uploaded in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWeb
1	4) State-approved 3rd party assessments	AIMSWeb
2	4) State-approved 3rd party assessments	AIMSWeb
3	4) State-approved 3rd party assessments	AIMSWeb

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher and the principal will meet to set their student achievement target. HEDI points will be assigned for teachers based on the percentage of students meeting the target. See the chart uploaded in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 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	5) District, regional, or BOCES–developed assessments	Andover developed Science Assessment Grade 6
7	5) District, regional, or BOCES–developed assessments	Andover developed Science Assessment Grade 7

8	5) District, regional, or BOCES–developed assessments	Andover developed Science Assessment Grade 8

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher and the principal will meet to set their student achievement target. HEDI points will be assigned for teachers based on the percentage of students meeting the target. See the chart uploaded in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 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	5) District, regional, or BOCES–developed assessments	Andover developed Social Studies Assessment Grade 6
7	5) District, regional, or BOCES–developed assessments	Andover developed Social Studies Assessment Grade 7
8	5) District, regional, or BOCES–developed assessments	Andover developed Social Studies Assessment Grade 8

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher and the principal will meet to set their student achievement target. HEDI points will be assigned for teachers based on the percentage of students meeting the target. See the chart uploaded in 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 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	5) District, regional, or BOCES–developed assessments	Andover developed Global 1 Assessment Grade 9
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global II Regents Exam
American History	3) Teacher specific achievement or growth score computed locally	NYS US History Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher and the principal will meet to set their student achievement target. HEDI points will be assigned for teachers based on the percentage of students meeting the target. See the chart uploaded in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	Please refer to chart 3.13.

grade/subject.	
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 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	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents Exam
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents Exam
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents Exam
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher and the principal will meet to set their student achievement target. HEDI points will be assigned for teachers based on the percentage of students meeting the target. See the chart uploaded in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 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	3) Teacher specific achievement or growth score computed locally	NYS Common Core and Integrated Algebra 1 Regents Exam
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents Exam
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2 Regents Exam

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher and the principal will meet to set their student achievement target. HEDI points will be assigned for teachers based on the percentage of students meeting the target. In the 2013-2014 school year, the Andover Central School District will use the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents, and will use the higher score of the 2 assessments. In the 2014-2015 school year and thereafter, the district will use the NYS Common Core Algebra Regents. See the chart uploaded in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 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	5) District, regional, or BOCES–developed assessments	Andover developed ELA Assessment Grade 9
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Andover developed ELA Assessment Grade 10
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive English Regents Exam

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher and the principal will meet to set their student achievement target. HEDI points will be assigned for teachers based on the percentage of students meeting the target. In the 2013-2014 school year, the Andover Central School District will use the Comprehensive English Regents. In the 2014-2015 school year and thereafter, the district will use the Common Core English Regents. See the chart uploaded in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 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.

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	ACE Calculus I	5) District/regional/BOCES–developed	Andover developed ACE Calculus I Assessment Grades 11-12
	ACE English I	5) District/regional/BOCES–developed	Andover developed ACE English I Assessment Grade 12
	ACE English II	5) District/regional/BOCES–developed	Andover developed ACE English II Assessment Grade 12
	ACE Photography	5) District/regional/BOCES–developed	Andover developed ACE Photography Assessment Grades 11-12
	ACE Spanish I	5) District/regional/BOCES–developed	Andover developed ACE Spanish I Assessment Grades 11-12
	ACE Spanish II	5) District/regional/BOCES–developed	Andover developed ACE Spanish II Assessment Grades 11-12
	ACE Statistics	5) District/regional/BOCES–developed	Andover developed ACE Statistics Assessment Grade 12
	Advanced Art	5) District/regional/BOCES–developed	Andover developed Advanced Art Assessment Grades 11-12
	Advanced Drawing and Painting	5) District/regional/BOCES–developed	Andover developed Advanced Drawing and Painting Assessment Grades 11-12
	Advanced Music Performance	5) District/regional/BOCES–developed	Andover developed Advanced Music Performance Assessment Grades 11-12
	Advanced Production	5) District/regional/BOCES–developed	Andover developed Advanced Production Assessment Grades 11-12
	Art PreK-6	5) District/regional/BOCES–developed	Andover developed Art PreK-6 Assessment Grade Specific PreK-6
	Music PreK-6	5) District/regional/BOCES–developed	Andover developed Music PreK-6 Assessment Grade Specific PreK-6
	American Government	5) District/regional/BOCES–developed	Andover developed American Government Assessment Grade 12
	Library PreK-6	5) District/regional/BOCES–developed	Andover developed Library PreK-6 Assessment Grade Specific PreK-6
	Art 7	5) District/regional/BOCES–developed	Andover Developed Art 7 Assessment Grade 7
	Art 8	5) District/regional/BOCES–developed	Andover developed Art 8 Assessment Grade 8
	Computer 9	5) District/regional/BOCES–developed	Andover developed Computer 9 Assessment Grade 9
	Computer 7	5) District/regional/BOCES–developed	Andover developed Computer 7 Assessment Grade 7
	Computer 8	5) District/regional/BOCES–developed	Andover developed Computer 8 Assessment Grade 8

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher and the principal will meet to set their student achievement target. HEDI points will be assigned for teachers based on the percentage of students meeting the target. See the chart uploaded in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to chart 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)

assets/survey-uploads/12149/574004-Rp0Ol6pk1T/Form 3.12.All Other Courses_1.pdf

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/12149/574004-y92vNseFa4/3.13 20 % Local Measure Conversion Chart.8.8.13.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.

A single sub-component score shall be derived by averaging two or more locally selected measures. Any such multiple measures shall be weighted equally. The % of students meeting or exceeding the achievement measure will be averaged equally regardless of the number of students assessed for each measure.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Wednesday, August 21, 2013

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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.)

NYSUT Teacher Practice Rubric

(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.

Andover Central School is using the NYSUT Rubric to measure teacher effectiveness. Each of the seven standards in the rubric are to be measured each school year. No fewer than two elements from each of the seven standards will be annually measured, however, all observed indicators will be measured. A classroom teacher will be measured for teacher effectiveness and shall receive a score between 0 and 60 points in this APPR sub-component. The teacher shall also receive a HEDI score of “Highly Effective, “Effective, “Developing” or “Ineffective” for this component.

The following will be sources of evidence (for points) for measuring effective teaching:
1. Observation
2. Portfolios and/or artifacts
3. Professional development activities and accomplishments

The rating for each standard shall be calculated by first averaging the indicators (which will be scored from 1 to 4) under each of the elements to be measured, resulting in an element score. Next, the element scores under a single standard shall then be averaged resulting in a single standard score. The seven standard scores shall be averaged resulting in a single effectiveness subcomponent HEDI score between 1 and 4. The teacher's measure of teacher effectiveness shall be rated as "Highly Effective", "Effective", "Developing", or "Ineffective" according to the following :

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

As indicated, this score between 1 and 4 shall be converted to a point value between 0 and 60 for each teacher, using the locally negotiated conversion chart. This number between 0 and 60 shall be the teacher's effectiveness score and shall be recorded on the Composite Score Form. In those indicators that are observed and scored 2 or more times, scores will be averaged for the final HEDI rating.

Rounding will not result in a teacher's score being moved into a different HEDI band. All HEDI ratings ending with a decimal will be rounded down. The final rubric score listed in chart 4.5 are the minimum scores necessary to obtain the corresponding HEDI rating.

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

assets/survey-uploads/5091/124799-eka9yMJ855/4.5 Converting HEDI Score to Composite Score.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.	A teacher must consistently perform at a level that exceeds the overall standards.
Effective: Overall performance and results meet NYS Teaching Standards.	A teacher must consistently perform at a level that meets the overall standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A teacher must consistently perform at a level that needs improvement on the overall standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A teacher must consistently perform at a level that does not meet the overall standards.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	1
4.6) Observations of Probationary Teachers | Informal/Short	1
4.6) Observations of Probationary Teachers | Enter 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 probationary teachers be done in person, by video, or both?

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0

Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Friday, July 26, 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 Wednesday, August 21, 2013

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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/5265/124803-Df0w3Xx5v6/Appendix F.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:

E. Timeframe for filing appeal

1. All appeals must be submitted in writing no later than 7 calendar days after the date when the teacher receives his/her annual professional performance review composite score. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. However, the timelines set forth in the appeal process as negotiated between the parties may be extended upon mutual agreement by both parties; however, any timeline extensions will be in compliance with NYS Education Law Section 3012-C in a timely and expeditious manner.

2. When filing an appeal, the teacher must submit to his or her lead evaluator, within 7 calendar days after the date of receiving their composite score or the issuance and/or implementation of the terms of his or her improvement plan, a detailed written description of the specific areas of disagreement over his or her performance review, and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. The teacher and the lead evaluator will meet to discuss the issue within 7 calendar days after the lead evaluator receives the written appeal and supporting documentation. The purpose of this meeting is to resolve the appeal. Should the parties resolve all issues regarding the appeal; the appeal will be considered resolved.

3. If the meeting between the teacher and the lead evaluator fails to result in a resolution, the teacher may submit his or her appeal and all supporting documentation to the Superintendent or his/her designee for review by a 3-person panel within 3 calendar days after the meeting in step 2. The panel shall consist of 2 tenured Association unit members, chosen by the Association and 1 District Administrator to be chosen by the Superintendent and/or his/her designee. The District Administrator chosen must not be the original evaluator.
Within 3 days after receipt of the appeal, the 3-person panel will meet to consider the appeal and make a recommendation, based on consensus, on the appeal's merits. The affected teacher may present any relevant evidence or argument to the panel, with union representation present if requested by the teacher.
The panel shall forward to the Superintendent a written recommendation on the appeal within 3 days of the panel meeting. If the panel fails to come to consensus, the Superintendent makes a final decision.

4. The Superintendent shall review the recommendation of the panel and issue a written response to the teacher within 3 days of receipt of the panel's appeal decision. The Superintendent's decision shall be final and binding.

The Superintendent has the right to affirm, modify or rescind the evaluation in question. The Superintendent may also order a new observation to take place using a different evaluator.

Copies of the Superintendent's written decision will be sent to the original evaluator and to the members of the panel. A copy of the written appeal and relevant documentation shall be placed in the teacher's personnel file.

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.

Andover Central School will ensure that the Lead Evaluator is properly trained and certified to complete an individual performance review. The training will be provided by the Cattaraugus/Allegany BOCES Network Team who are authorized to train on behalf of an evaluation rubric approved by NYSED. The Superintendent will certify evaluators and maintain records of certification of evaluators.
Inter-rater relability is not applicable as there is only one lead evaluator.
The training includes the following requirements for Lead Evaluator/Evaluators:
- NYS Teaching Standards and the ISLLC Standards
- Evidence based observation
- application and use of a student growth percentile and value added growth model data
- application and use of any assessment tools used to evaluate teachers and principals
- application and use of State-approved locally selected measures of student achievement
- use of Statewide Instructional Reporting System
- scoring methodology used to evaluate teachers and principals
- specific considerations in evaluating teachers and principals of ELLs and SWDs
The Lead Evaluator has completed 10.5 days of training and will continue to attend training throughout the year at a duration as offered by Cattaraugus/Allegany BOCES.
Andover Central School will work to ensure that the evaluator is re-certified on an annual basis and receives updated training on any changes in law, regulation or applicable collective bargaining agreements.

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)

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Updated Tuesday, July 30, 2013

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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):

PK-12
(No response)
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth | Assure that the value-added growth score(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.

School or Program Type	SLO with Assessment Option	Name of the Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not Applicable for this school: Principal will be receiving 25 points for growth score; only 1 Principal in the building
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable for this school: Principal will be receiving 25 points for growth score; only 1 Principal in the building
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable for this school: Principal will be receiving 25 points for growth score; only 1 Principal in the building
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable for this school: Principal will be receiving 25 points for growth score; only 1 Principal in the building
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable for this school: Principal will be receiving 25 points for growth score; only 1 Principal in the building

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Wednesday, August 21, 2013

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).

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 growoth 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
PreK-12	(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.	At the beginning of the school year students will be benchmarked to obtain baseline data. Using this data, the principal and superintendent will set individual growth targets. Prior to the end of the school year students will have an end of the year benchmark. This data will be used to derive the student growth for the school year. The percentage of students demonstrating one or more year's growth will be converted to a scale score of 0-15 points. (See attached in 8.1)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(See attached in 8.1)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(See attached in 8.1)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(See attached in 8.1)

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(See attached in 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/12190/574009-qBFVOWF7fC/8.1 Locally Selected measures for Principals_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.

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

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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

(No response)

8.3) 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)

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.

Multiple measures will be weighted equally and averaged into a single HEDI score.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

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Updated Wednesday, August 21, 2013

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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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Measures of Building Principal Effectiveness (60 points)
a. The district shall utilize the LCI Multidimensional rubric for principal evaluation as the basis for 60 points. This shall be according to the attached instrument. The superintendent's assessment shall be based on at least 2 visits of 30 minutes or more to the school, while in session. One will be as agreed to between the superintendent and principal, one will be unannounced. Visits are to be completed no later than April 30. The two additional sources of information for the superintendent's consideration in utilizing the rubric and instrument shall be:
1) A portfolio of school documents related to components of the rubric. These shall be provided to the superintendent by May 31.
2) The superintendent shall consider the following discussions and reviews in assessing performance of the principal in leadership and management: 1.) The principal and superintendent shall conduct a joint critical analysis of the NYS School Report Card (or other similar NYS accountability report) no later than October 15, including identification of actions to be taken to address components and district resources to be made available to the principal and building. 2.) No later than May 31, the principal and superintendent shall meet to review the related initiatives and actions of the principal over the year as well as the availability and utilization of district provided resources. Scores from all visits will be averaged in all categories to form a final HEDI score which intern will convert to a score between 0 and 60. If a subcomponent is observed multiple times across visits, the scores will be averaged. Subcomponent scores of 1-4 will be averaged to calculate a final domain score. All domain scores will then be averaged to determine a final rubric score. The rubric score will then be used to determine a final HEDI score from 0 to 60.
The final rubric scores listed on chart 9.7 are the minimum scores necessary to obtain the corresponding HEDI rating.

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

assets/survey-uploads/5143/124880-pMADJ4gk6R/9.7 Principal Conversion Chart_2.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.	Overall performance and results exceed standards.
Effective: Overall performance and results meet standards.	Overall performance and results meet standards.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet standards.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet standards.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57-60
Effective	47-56
Developing	37-46
Ineffective	0-36

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Tuesday, July 30, 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	57-60
Effective	47-56
Developing	37-46
Ineffective	0-36

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 Tuesday, August 13, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

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

assets/survey-uploads/5276/124883-Df0w3Xx5v6/Principal Improvement Plan Form_1.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:

Andover Central School District
Principal APPR Appeal Process

Challenges in an Appeal

Appeals are limited to those identified by Education Law 3012-c, as follows:

• The substance of the annual professional performance review;

• The school district's adherence to the standards and methodologies required for such reviews;

• The adherence to the Commissioner's regulations, as applicable to such reviews;

• Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and

• The school district's issuance and/or implementation of the terms of the principal improvement plan.

1. 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 stature and regulation.

2. 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:

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

4. 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.

5. An appeal must be filed in writing within seven (7) 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.

6. 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 three (3) 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.

7. Within three (3) business days of the district's response, a single individual hearing officer shall be mutually agreed upon.

8. The hearing officer will conduct a hearing within five (5) 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 (1) business day unless extenuating circumstances are present and all parties agree to a second day.

9. 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.

10. A written decision on the merits of the appeal shall be rendered no later than five (5) 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.

The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by certified Cattaraugus/Allegany BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended State Education Department ("SED") model certification process incorporating the Regulations that were enacted to implement Education Law 3012-c. Evaluators will attend this BOCES training throughout the year at a duration as offered by Cattaraugus/Allegany BOCES. This training will include the following Requirements for Lead Evaluators/Evaluators:
- New York State Teaching Standards and ISSLC Standards;
- Evidence-based observation;
- Application and use of Student Growth Percentile and Value Added Growth Model data;
- Application and use of the State-approved teacher or principal practice rubrics;
- Application and use of any assessment tools used to evaluate teachers and principals;
- Application and use of State-approved locally selected measures of student achievement;
- Use of Statewide Instructional Reporting System;
- Scoring methodology used to evaluate teachers and principals; and
- Specific considerations in evaluating teachers and principals of English language learners ("ELLS") and students with disabilities.

The Lead Evaluator has received 5 days of training and will continue to attend training throughout the year at a duration as offered by Cattaraugus/Allegany BOCES.
The District will work with the Cattaraugus/Allegany BOCES Network Team to ensure that the lead evaluators are re-certified on an annual basis. Inter-rater reliability is not applicable as there is only one lead evaluator, the superintendent.

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 Thursday, August 22, 2013

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/574013-3Uqgn5g9Iu/APPRauthorization8.22.13.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
	Computer Art	● District, Regional or BOCES-developed	Andover Developed Computer Art Assessment
	County Government Internship	● District, Regional or BOCES-developed	Andover Developed County Government Internship Assessment
	Draw & Paint	● District, Regional or BOCES-developed	Andover Developed Draw & Paint Assessment
	Drivers Education	● District, Regional or BOCES-developed	Andover Developed Drivers Education Assessment
	Economics	● District, Regional or BOCES-developed	Andover Developed Economics Assessment
	English 12	● District, Regional or BOCES-developed	Andover Developed English 12 Assessment
	Graphic Arts	● District, Regional or BOCES-developed	Andover Developed Graphic Arts Assessment
	Health 8	● District, Regional or BOCES-developed	Andover Developed Health

			8 Assessment
	Home & Career 7	● District, Regional or BOCES-developed	Andover Developed Home & Career 7 Assessment
	Home & Career 8	● District, Regional or BOCES-developed	Andover Developed Home & Career 8 Assessment
	HS Health	● District, Regional or BOCES-developed	Andover Developed HS Health Assessment
	Humanities	● District, Regional or BOCES-developed	Andover Developed Humanities Assessment
	Introduction to Occupation	● District, Regional or BOCES-developed	Andover Developed Introduction to Occupation Assessment
	Journalism	● District, Regional or BOCES-developed	Andover Developed Journalism Assessment
	Jr. Band	● District, Regional or BOCES-developed	Andover Developed Jr. Band Assessment
	Jr. Chorus	● District, Regional or BOCES-developed	Andover Developed Jr. Chorus Assessment
	Library Skill 7	● District, Regional or BOCES-developed	Andover Developed Library Skill 7 Assessment

	Library Skill 8	● District, Regional or BOCES-developed	Andover Developed Library Skill 8 Assessment
	Math Process/ Production	● District, Regional or BOCES-developed	Andover Developed Math Process/Production Assessment
	Media Studies	● District, Regional or BOCES-developed	Andover Developed Media Studies Assessment
	MST	● District, Regional or BOCES-developed	Andover Developed MST Assessment
	Music Theory	● District, Regional or BOCES-developed	Andover Developed Music Theory Assessment
	Photography	● District, Regional or BOCES-developed	Andover Developed Photography Assessment
	Physical Education PreK-12	● District, Regional or BOCES-developed	Andover Developed Physical Education PreK-12 Assessment
	Precalculus	● District, Regional or BOCES-developed	Andover Developed Precalculus Assessment
	Production	● District, Regional or BOCES-developed	Andover Developed Production Assessment
	Production II	● District, Regional or BOCES-developed	Andover

			Developed Production II Assessment
	Sculpture	● District, Regional or BOCES-developed	Andover Developed Sculpture Assessment
	Sculpture 2	● District, Regional or BOCES-developed	Andover Developed Sculpture 2 Assessment
	Spanish 7	● District, Regional or BOCES-developed	Andover Developed Spanish 7 Assessment
	Spanish 8	● District, Regional or BOCES-developed	Andover Developed Spanish 8 Assessment
	Spanish I	● District, Regional or BOCES-developed	Andover Developed Spanish I Assessment
	Spanish II	● District, Regional or BOCES-developed	Andover Developed Spanish II Assessment
	Spanish III	● District, Regional or BOCES-developed	Andover Developed Spanish III Assessment
	Sr. Band	● District, Regional or BOCES-developed	Andover Developed Sr. Band Assessment
	Sr. Chorus	● District, Regional or BOCES-developed	Andover Developed Sr. Chorus

			Assessment
	Studio Art	● District, Regional or BOCES-developed	Andover Developed Studio Art Assessment
	Technology 7	● District, Regional or BOCES-developed	Andover Developed Technology 7 Assessment
	Technology 8	● District, Regional or BOCES-developed	Andover Developed Technology 8 Assessment
	Transportation	● District, Regional or BOCES-developed	Andover Developed Transportation Assessment
	Yearbook Art	● District, Regional or BOCES-developed	Andover Developed Yearbook Art Assessment
	Remedial Reading K-8	● State-approved 3rd party assessment	AIMSweb Reading Assessment
	Remedial Math K-8	● State-approved 3rd party assessment	AIMSweb Math Assessment

20% Growth on State Assessments
or Comparable Measures

20 Point Scale		
HEDI	Scale Point	% Meeting SLO Target
Highly Effective	20	96-100
	19	91-95
	18	85-90
Effective	17	82-84
	16	80-81
	15	78-79
	14	76-77
	13	74-75
	12	72-73
	11	70-71
	10	68-69
	9	65-67
Developing	8	63-64
	7	60-62
	6	57-59
	5	54-56
	4	52-53
	3	50-51
Ineffective	2	31-49
	1	15-30
	0	0-14

15 % Local Measure of Student Achievement Target VAM

HEDI	% of Students Meeting Achievement Target	15 Point Conversion
Ineffective	0-14	0
	15-40	1
	41-54	2
Developing	55-56	3
	57-58	4
	59-60	5
	61-62	6
	63-64	7
Effective	65-67	8
	68-71	9
	72-74	10
	75-78	11
	79-81	12
	82-84	13
Highly Effective	85-93	14
	94-100	15

20% Local Measure of Student Achievement Target

20 Point Scale		
HEDI	Scale Point	% Meeting Achievement Target
Highly Effective (4)	20	96-100
	19	91-95
	18	85-90
Effective (3)	17	82-84
	16	80-81
	15	78-79
	14	76-77
	13	74-75
	12	72-73
	11	70-71
	10	68-69
	9	65-67
Developing (2)	8	63-64
	7	60-62
	6	57-59
	5	54-56
	4	52-53
	3	50-51
Ineffective (1)	2	31-49
	1	15-30
	0	0-14

Form 3.12) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	Computer Art	● District, Regional or BOCES-developed	Andover developed Computer Art Assessment Grades 9-12
	County Government Internship	● District, Regional or BOCES-developed	Andover developed County Government Internship Assessment Grade 12
	Draw & Paint	● District, Regional or BOCES-developed	Andover developed Draw & Paint Assessment Grades 9-12
	Drivers Education	● District, Regional or BOCES-developed	Andover developed Drivers Education Assessment Grades 9-12
	Economics	● District, Regional or BOCES-developed	Andover developed – Economics Assessment Grade 12
	English 12	● District, Regional or BOCES-developed	Andover developed English 12 Assessment Grade 12

	Graphic Arts	● District, Regional or BOCES-developed	Andover developed Graphic Arts Assessment Grades 9-12
	Health 8	● District, Regional or BOCES-developed	Andover developed Health 8 Assessment Grade 8
	Home & Career 7	● District, Regional or BOCES-developed	Andover developed Home & Career 7 Assessment Grade 7
	Home & Career 8	● District, Regional or BOCES-developed	Andover developed Home & Career 8 Assessment Grade 8
	HS Health	● District, Regional or BOCES-developed	Andover developed High School Health Assessment Grade 10
	Humanities	● District, Regional or BOCES-developed	Andover developed Humanities Assessment Grades 9-12
	Introduction to Occupation	● District, Regional or BOCES-developed	Andover developed Introduction to Occupation Assessment Grades 9-12

	Journalism	● District, Regional or BOCES-developed	Andover developed Journalism Assessment Grades 9-12
	Jr. Band	● District, Regional or BOCES-developed	Andover developed Jr. Band Assessment Grades 6-8
	Jr. Chorus	● District, Regional or BOCES-developed	Andover developed Jr. Chorus Assessment Grades 6-8
	Library Skill 7	● District, Regional or BOCES-developed	Andover developed Library Skill 7 Assessment Grade 7
	Library Skill 8	● District, Regional or BOCES-developed	Andover developed Library Skill 8 Assessment Grade 8
	Mass Process/ Production	● District, Regional or BOCES-developed	Andover developed Mass Process/ Production Assessment Grades 9-12
	Media Studies	● District, Regional or BOCES-developed	Andover developed Media Studies Assessment Grades 9-12

	MST	● District, Regional or BOCES-developed	Andover developed – MST Assessment Grades 9-12
	Music Theory	● District, Regional or BOCES-developed	Andover developed Music Theory Assessment Grades 9-12
	Photography	● District, Regional or BOCES-developed	Andover developed Photography Assessment Grades 9-12
	Physical Education PreK-6	● District, Regional or BOCES-developed	Andover developed Physical Education Assessment Pre-K-6 - Grade Specific
	Physical Education 7-8	● District, Regional or BOCES-developed	Andover developed Physical Education Assessment 7-8 Grade Specific
	Physical Education 9-10	● District, Regional or BOCES-developed	Andover developed Physical Education Assessment 9-10 Grade Specific

	Physical Education 11-12	● District, Regional or BOCES-developed	Andover developed Physical Education Assessment 11-12 Grade Specific
	Precalculus	● District, Regional or BOCES-developed	Andover developed Precalculus Assessment Grade 12
	Production	● District, Regional or BOCES-developed	Andover developed Production Assessment Grades 9-12
	Production II	● District, Regional or BOCES-developed	Andover developed Production II Assessment Grades 9-12
	Sculpture	● District, Regional or BOCES-developed	Andover developed Sculpture Assessment Grades 9-12
	Sculpture 2	● District, Regional or BOCES-developed	Andover developed Sculpture 2 Assessment Grades 9-12
	Spanish 7	● District, Regional or BOCES-developed	Andover developed Spanish 7 Assessment Grade 7

	Spanish 8	● District, Regional or BOCES-developed	Andover developed Spanish 8 Assessment Grade 8
	Spanish I	● District, Regional or BOCES-developed	Andover developed Spanish I Assessment Grades 8-9
	Spanish II	● District, Regional or BOCES-developed	Andover developed Spanish II Assessment Grades 9-10
	Spanish III	● District, Regional or BOCES-developed	Andover developed Spanish III Assessment Grades 10-11
	Sr. Band	● District, Regional or BOCES-developed	Andover developed Sr. Band Assessment Grades 9-12
	Sr. Chorus	● District, Regional or BOCES-developed	Andover developed Sr. Chorus Assessment Grades 9-12
	Studio Art	● District, Regional or BOCES-developed	Andover developed Studio Art Assessment Grades 9-12

	Technology 7	● District, Regional or BOCES-developed	Andover developed Technology 7 Assessment Grade 7
	Technology 8	● District, Regional or BOCES-developed	Andover developed Technology 8 Assessment Grade 8
	Transportation	● District, Regional or BOCES-developed	Andover developed Transportation Assessment Grades 9-12
	Yearbook Art	● District, Regional or BOCES-developed	Andover developed Yearbook Art Assessment Grades 9-12
	Remedial Reading K-8	● State-approved 3rd party assessment	AIMSweb
	Remedial Math K-8	● State-approved 3rd party assessment	AIMSweb

20 % Local Measure of Student Achievement targets Conversion Chart		
% of Students Meeting Achievement Target		20 Point Conversion
Ineffective		Ineffective
0-14		0
15-27		1
28-40		2
41-54		2
Developing		Developing
55		3
56		4
57		4
58		5
59		5
60		6
61		7
62		7
63		8
64		8
Effective		Effective
65-66		9
67-68		10
69-70		11
71-72		12
73-74		13
75-76		14
77-78		14
79-81		15
82-83		16
84		17
Highly Effective		Highly Effective
85-87		18
88-90		18
91-93		19
94-96		19
97-99		20
100		20

4.5
upload

Converting the Measure of Teacher Effectiveness HEDI Score for Use in the Composite Score

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

Developing 50-56	
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.9
Effective 57-58	
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.9
Highly Effective 59-60	
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60.25 (round to 60)

Appendix F
Andover Central School District Teacher Improvement Plan (TIP)

The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as "developing" or "ineffective." The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Teacher _____

Grade/Subject _____

Evaluator _____

[Teacher Association Representative_____]

Date _____

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them

Priority	Area needing improvement	Performance goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Assignment of a mentor teacher ☐ **yes** ☐ **no**

Name of Mentor _____

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet _____ to assess the effectiveness and appropriateness of the TIP in

assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Meeting Dates				

Meeting Date _____

Evaluator Comments

Teacher Comments

Meeting Date _____

Evaluator Comments

Teacher Comments

Meeting Date _____

Evaluator Comments

Teacher Comments

Meeting Date _____

Evaluator Comments

Teacher Comments

Recommendation for Results of TIP

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

☐ The teacher has not met the performance goals.

Next Steps

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with her evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

15 % Local Measures
Principal APPR Conversion Chart

Value: 0-15 points

Scoring:		
73% or more met growth expectation:	Highly Effective	15 points
71 – 72% met growth expectation:	Highly Effective	14 points
68 – 70% met growth expectation:	Effective	13 points
65 – 67% met growth expectation:	Effective	12 points
62 – 64% met growth expectation:	Effective	11 points
59 – 61% met growth expectation:	Effective	10 points
56 – 58% met growth expectation:	Effective	9 points
53 – 55% met growth expectation:	Effective	8 points
50 – 52% met growth expectation:	Developing	7 points
48 – 49% met growth expectation:	Developing	6 points
46 – 47% met growth expectation:	Developing	5 points
44 – 45% met growth expectation:	Developing	4 points
42 – 43% met growth expectation:	Developing	3 points
40 – 41% met growth expectation:	Ineffective	2 points
38 – 39% met growth expectation:	Ineffective	1 point
0 – 37% met growth expectation:	Ineffective	0 points

20 % Local Measures
Principal APPR Conversion Chart

Value: 0-20 points

Scoring:		
73% or more met growth expectation:	Highly Effective	20 points
72% met growth expectation:	Highly Effective	19 points
71% met growth expectation:	Highly Effective	18 points
69 – 70% met growth expectation:	Effective	17 points
66 - 68 % met growth expectation:	Effective	16 points
64 – 65% met growth expectation:	Effective	15 points
62 – 63% met growth expectation:	Effective	14 points
60 – 61% met growth expectation:	Effective	13 points
59% met growth expectation:	Effective	12 points
57 – 58% met growth expectation:	Effective	11 points
55 - 56 % met growth expectation:	Effective	10 points
53 – 54% met growth expectation:	Effective	9 points
52% met growth expectation:	Developing	8 points
50 – 51% met growth expectation:	Developing	7 points
48 – 49% met growth expectation:	Developing	6 points

46 – 47% met growth expectation:	Developing	5 points
44 – 45% met growth expectation:	Developing	4 points
42 – 43% met growth expectation:	Developing	3 points
38 – 41% met growth expectation:	Ineffective	2 points
15-37% met growth expectation	Ineffective	1 point
0-14% met growth expectation	Ineffective	0 points

Appendix C

ANDOVER CENTRAL SCHOOL DISTRICT
PRINCIPAL CONVERSION CHART – 60% OTHER MEASURES

	Category	Conversion for 60% Other Measures Score
Ineffective 0-36		
1		0
1.1		6
1.2		12
1.3		18
1.4		24
1.5		30
1.6		36
Developing 37-46		
1.7		37
1.8		38
1.9		39
2		40
2.1		41
2.2		42
2.3		43
2.4		44
2.5		45
2.6		46
Effective 47-56		
2.7		47
2.8		48
2.9		49
3		50
3.1		51
3.2		52
3.3		53
3.4		54
3.5		55
3.6		56
Highly Effective 57-60		
3.7		57
3.8		58
3.9		59
4		60

Andover Central School District
Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.

2. Specific improvement goal/outcome statements.

3. Specific improvement action steps/activities.

4. A reasonable time line for achieving improvement.

5. Required and accessible resources to achieve goal.

6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.

7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.

8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Andover Central School District
Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources and outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

Wm. C. Burg 8/22/13

Teachers Union President Signature: Date:

8/22/2013

Administrative Union President Signature: Date:

No Administrative Union

Board of Education President Signature: Date:

8/22/13