



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

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

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December 12, 2012

Bryce Thompson, Superintendent  
Attica Central School District  
3338 East Main Street  
Attica, NY 14011

Dear Superintendent Thompson:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Michael Glover

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

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

# Annual Professional Performance Reviews: 2012-13

Created Thursday, October 04, 2012

Updated Monday, December 10, 2012

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 670201060000

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

670201060000

#### 1.2) School District Name: ATTICA CSD

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

ATTICA CSD

#### 1.3) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

Not applicable

#### 1.4) Award Classification

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

(No response)

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Thursday, October 04, 2012  
Updated Monday, December 10, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Genesee Valley Educational Partnership (GVEP)- developed ELA grade K assessment
1	District, regional, or BOCES-developed assessment	GVEP developed ELA grade 1 assessment
2	District, regional, or BOCES-developed assessment	GVEP developed ELA grade 2 assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data results from GVEP regionally developed pre-assessments, grade level growth targets for the final assessment will be set by the teacher and approved by the administrator. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." (Appendix O)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their grade level group growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 48-88% of the students meet their grade level group growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 17-47% of the students meet their grade level group growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 0-16% of the students meet their grade level group growth targets.

### 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	District, regional, or BOCES-developed assessment	GVEP developed Math Grade K assessment
1	District, regional, or BOCES-developed assessment	GVEP developed Math Grade 1 assessment-Gr
2	District, regional, or BOCES-developed assessment	GVEP developed Math Grade 2 assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data results from GVEP regionally developed pre-assessments, grade level growth targets for the final assessment will be set by the teacher and approved by the administrator. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." (Appendix O)
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their grade level group growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 48-88% of the students meet their grade level group growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 17-47% of the students meet their grade level group growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 0-16% of the students meet their grade level group growth targets.

## 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	Not applicable	Not Applicable
7	District, regional or BOCES-developed assessment	GVEP developed Science grade 7 assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data results from GVEP regionally developed pre-assessments and the NYS 8th grade Science Assessment grade level growth targets for the final assessment will be set by the teacher and approved by the administrator. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." (Appendix O)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their grade level group growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 48-88% of the students meet their grade level group growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 17-47% of the students meet their grade level group growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 0-16% of the students meet their grade level group growth targets.

test).

targets.

## 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	Not applicable	Not Applicable
7	District, regional or BOCES-developed assessment	GVEP developed Social Studies grade 7 assessment
8	District, regional or BOCES-developed assessment	GVEP developed Social Studies 8 assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data results from GVEP regionally developed pre-assessments, grade level growth targets for the final assessment will be set by the teacher and approved by the administrator. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." (Appendix O)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their grade level group growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 48-88% of the students meet their grade level group growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 17-47% of the students meet their grade level group growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-16% of the students meet their grade level group growth targets.

## 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	GVEP developed Global 1 grade 9 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data results from the GVEP regionally developed Global I Grade 9 pre-assessment, NYS Global Regents exam, and the NYS US History Regents exam; targets for the final assessment will be set by the teacher and approved by the administrator. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their course level group targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 48-88% of the students meet their course level group targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 17-47% of the students meet their course level group targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-16% of the students meet their course level group targets.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data results from the GVEP regionally developed pre-assessments, NYS Living Environment Regents exam, NYS Earth Science Regents exam, NYS Chemistry Regents exam, and the NYS Physics Regents exam; targets for the final assessment will be set by the teacher and approved by the administrator. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their course level group targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 48-88% of the students meet their course level group targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 17-47% of the students meet their course level group targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-16% of the students meet their course level group targets.

## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data results from the GVEP regionally developed pre-assessments, NYS Algebra 1 Regents exam, NYS Geometry Regents exam, and the NYS Algebra 2 Regents exam; targets for the final assessment will be set by the teacher and approved by the administrator. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their course level group targets.

Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 48-88% of the students meet their course level group targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 17-47% of the students meet their course level group targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-16% of the students meet their course level group targets.

## 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	GVEP developed ELA grade 9 assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	GVEP developed ELA grade 10 assessment
Grade 11 ELA	Regents assessment	NYS ELA Grade 11 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data results from the GVEP regionally developed pre-assessments for grades 9 and 10, and the NYS English Regents exam; targets for the final assessment will be set by the teacher and approved by the administrator. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their course level group targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 48-88% of the students meet their course level group targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 17-47% of the students meet their course level group targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-16% of the students meet their course level group targets.

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art	District, Regional or BOCES-developed	GVEP developed grade specific Art assessment
General Music	District, Regional or BOCES-developed	GVEP Developed grade specific General Music Assessment
Vocal Music	District, Regional or BOCES-developed	GVEP Developed grade specific Vocal Music Assessment
Instrumental Music	District, Regional or BOCES-developed	GVEP Developed grade specific Instrumental Music Assessment
Physical Education	District, Regional or BOCES-developed	GVEP Developed grade specific Physical Education Assessment
Library	District, Regional or BOCES-developed	GVEP Developed grade specific Library Assessment
Business	District, Regional or BOCES-developed	GVEP Developed grade specific Business Assessment
Technology	District, Regional or BOCES-developed	GVEP Developed grade specific Technology Assessment
Family and Consumer Science	District, Regional or BOCES-developed	GVEP Developed grade specific FACS Assessment
Health	District, Regional or BOCES-developed	GVEP Developed grade specific Health Assessment
All other teachers not named above	District, Regional or BOCES-developed	GVEP Developed grade and subject specific Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from GVEP regionally developed pre-assessments, course level growth targets will be set by teachers and approved by administrators. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." (Appendix O)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their course level group targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 48-88% of the students meet their course level group targets.

Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 17-47% of the students meet their course level group targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-16% of the students meet their course level group targets.

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/188399-TXEttx9bQW/2.11\_1.pdf*

## 2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*The only controls used in setting targets for Comparable Growth Measures will be student prior academic history. Whether students have a disability, are English language learners, or are in poverty, appropriate targets can be established for them based on their prior academic achievement levels.*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Thursday, October 04, 2012

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#### Page 1

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

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	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.	Using baseline data results from AIMSweb, K-8 targets will be set by the teacher and approved by the administrator, for the percentage of students scoring in AIMSweb Tier I and Tier II at the end of the year. Based on the set cutpoints, teachers will be assigned 0-15 points within the HEDI rating categories as identified on the "Conversion Chart for Local Measures" (Appendix M)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when 72-100% of the students meets or exceeds the established achievement goal.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when 55-71% of the students meets or exceeds the established achievement goal.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when 46-54% of the students meets or exceeds the established achievement goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Ineffective when 0-45% of the students meets or exceeds the established achievement goal.

### 3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	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.	Using baseline data results from AIMSweb, K-8 targets will be set by the teacher and approved by the administrator, for the percentage of students scoring in AIMSweb Tier I and Tier II at the end of the year. Based on the set cutpoints, teachers will be assigned 0-15 points within the HEDI rating categories as identified on the "Conversion Chart for Local Measures" (Appendix M)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when 72-100% of the students meets or exceeds the established achievement goal.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when 55-71% of the students meets or exceeds the established achievement goal.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when 46-54% of the students meets or exceeds the established achievement goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Ineffective when 0-45% of the students meets or exceeds the established achievement goal.

### 3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/188408-rhJdBgDruP/3.3\\_1.pdf](assets/survey-uploads/5139/188408-rhJdBgDruP/3.3_1.pdf)

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	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.	Using baseline data results from AIMSweb, K-8 targets will be set by the teacher and approved by the administrator, for the percentage of students scoring in AIMSweb Tier I and Tier II at the end of the year. Based on the set cutpoints, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Measures" (Appendix L)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when 72-100% of the students meets or exceeds the established achievement goal.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when 55-71% of the students meets or exceeds the established achievement goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when 45-54% of the students meets or exceeds the established achievement goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Ineffective when 0-44% of the students meets or exceeds the established achievement goal.

### 3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	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.	Using baseline data results from AIMSweb, K-8 targets will be set by the teacher and approved by the administrator, for the percentage of students scoring in AIMSweb Tier I and Tier II at the end of the year. Based on the set cutpoints, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Measures" (Appendix L)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when 72-100% of the students meets or exceeds the established achievement goal.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	The teacher will receive a rating of Effective when 55-71% of the students meets or exceeds the

for grade/subject.	established achievement goal.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when 45-54% of the students meets or exceeds the established achievement goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Ineffective when 0-44% of the students meets or exceeds the established achievement goal.

### 3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using baseline data results from AIMSweb, K-8 targets will be set by the teacher and approved by the administrator, for the percentage of students scoring in AIMSweb Tier I and Tier II at the end of the year. Based on the set cutpoints, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Measures" (Appendix L)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when 72-100% of the students meets or exceeds the established achievement goal.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when 55-71% of the students meets or exceeds the established achievement goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when 45-54% of the students meets or exceeds the established achievement goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Ineffective when 0-44% of the students meets or exceeds the established achievement goal.

### 3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	AIMSweb
7	4) State-approved 3rd party assessments	AIMSweb

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using baseline data results from AIMSweb, K-8 targets will be set by the teacher and approved by the administrator, for the percentage of students scoring in AIMSweb Tier I and Tier II at the end of the year. Based on the set cutpoints, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Measures" (Appendix L)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when 72-100% of the students meets or exceeds the established achievement goal.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when 55-71% of the students meets or exceeds the established achievement goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when 45-54% of the students meets or exceeds the established achievement goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Ineffective when 0-44% of the students meets or exceeds the established achievement goal.

### 3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	5 Combined Required Regents
Global 2	6(ii) School wide measure computed locally	5 Combined Required Regents
American History	6(ii) School wide measure computed locally	5 Combined Required Regents

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.	Teachers will receive a HEDI rating based on the average passing rate (65% or above) of the following June Regents exams: Algebra 1, Earth Science, Comprehensive English, US History Government, and Global History Geography; when compared to the state average of the same June exams. (Appendix N)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when the average score of the 5 above Regents exams exceeds the state average by 9 points or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when the average score of the 5 above Regents exams exceeds the state average by 0-8 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when the state average score of the 5 above Regents exams exceeds the district average by 1-6 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Ineffective when the state average score of the 5 above Regents exams exceeds the district average by 7 points or more.

### 3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	5 Combined Required Regents
Earth Science	6(ii) School wide measure computed locally	5 Combined Required Regents
Chemistry	6(ii) School wide measure computed locally	5 Combined Required Regents
Physics	6(ii) School wide measure computed locally	5 Combined Required Regents

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.	Teachers will receive a HEDI rating based on the average passing rate (65% or above) of the following June Regents exams: Algebra 1, Earth Science, Comprehensive English, US History Government, and Global History Geography; when compared to the state
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	average of the same June exams. (Appendix N)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when the average score of the 5 above Regents exams exceeds the state average by 9 points or more.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when the state average score of the 5 above Regents exams exceeds the district average by 1-6 points.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when the average score of the 5 above Regents exams exceeds the state average by 0-8 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Ineffective when the state average score of the 5 above Regents exams exceeds the district average by 7 points or more.

### 3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	5 Combined Required Regents
Geometry	6(ii) School wide measure computed locally	5 Combined Required Regents
Algebra 2	6(ii) School wide measure computed locally	5 Combined Required Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will receive a HEDI rating based on the average passing rate (65% or above) of the following June Regents exams: Algebra 1, Earth Science, Comprehensive English, US History Government, and Global History Geography; when compared to the state average of the same June exams. (Appendix N)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when the average score of the 5 above Regents exams exceeds the state average by 9 points or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when the average score of the 5 above Regents exams exceeds the state average by 0-8 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when the state average score of the 5 above Regents exams exceeds the district average by 1-6 points.

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

The teacher will receive a rating of Ineffective when the state average score of the 5 above Regents exams exceeds the district average by 7 points or more.

### 3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	5 Combined Required Regents
Grade 10 ELA	6(ii) School wide measure computed locally	5 Combined Required Regents
Grade 11 ELA	6(ii) School wide measure computed locally	5 Combined Required Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will receive a HEDI rating based on the average passing rate (65% or above) of the following June Regents exams: Algebra 1, Earth Science, Comprehensive English, US History Government, and Global History Geography; when compared to the state average of the same June exams. (Appendix N)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when the average score of the 5 above Regents exams exceeds the state average by 9 points or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when the average score of the 5 above Regents exams exceeds the state average by 0-8 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when the state average score of the 5 above Regents exams exceeds the district average by 1-6 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Ineffective when the state average score of the 5 above Regents exams exceeds the district average by 7 points or more.

### 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
All other teachers grades 9-12 not named above	6(ii) School wide measure computed locally	5 Combined Required Regents
All other teachers grades not named above	4) State-approved 3rd party	AIMSweb ELA

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.	Teachers will receive a HEDI rating based on the average passing rate (65% or above) of the following June Regents exams: Algebra 1, Earth Science, Comprehensive English, US History Government, and Global History Geography; when compared to the state average of the same June exams. (Appendix N)
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when the average score of the 5 above Regents exams exceeds the state average by 9 points or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when the average score of the 5 above Regents exams exceeds the state average by 0-8 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when the state average score of the 5 above Regents exams exceeds the district average by 1-6 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Ineffective when the state average score of the 5 above Regents exams exceeds the district average by 7 points or more.

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/5139/188408-Rp0Ol6pk1T/3.12.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/5139/188408-y92vNseFa4/3.13B.pdf*

### 3.14) Locally Developed Controls

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

*The only controls used in setting targets for Locally Selected Measures will be student prior academic history. Whether students have a disability, are English language learners, or are in poverty, appropriate S.M.A.R.T. goals can be established for them based on their prior academic achievement levels.*

### 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.

*For teachers with a mix of sections/courses resulting in the use of multiple locally selected measures, all of the student scores from the multiple sections/courses will be combined into one overall component score of 0-15 or 0-20 as applicable, and weighted proportionately based on the number of students in each section/course.*

### 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 Thursday, October 04, 2012

Updated Wednesday, December 12, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching*

*(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 (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]	32
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	28

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)

### 4.4) Assurances

Please check all of the boxes below:

4.4) Assurances   Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
4.4) Assurances   Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
4.4) Assurances   Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
4.4) Assurances   Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district.	Checked

### 4.5) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the teacher practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

*To assure that all of the seven NYS Teaching Standards are evaluated each year, we reorganized all of the components of Danielson's Framework for Teaching under the seven NYS Teaching Standards. Tenured teachers will be observed in their classrooms twice (once announced and once unannounced), and they will submit other evidence to address the standards not covered by the classroom observations. Untenured teachers will be observed four times (three announced and once unannounced), they too will submit other evidence to address the standards not covered by the classroom observations. Final scores for the 60 points will be tied to final average rubric scores between 1-4. Each teacher's rating will be calculated using the "Conversion Chart for Observation and Multiple Measures (Appendix B)." All rubric score averages for every component of the 60 points will be documented on the "Teacher Observation and Multiple Measure Coversheet (Appendix A)," formatted to automatically calculate the final average rubric score for the conversion chart. The total sub-component score (0-60 points) will be added to the "Composite Effectiveness Score Summary (Appendix K)" upon*

completion. Administrators will be responsible to schedule the formal observations for all teachers. For the "multiple measures", teachers and administrators can refer to Appendix C and J.

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/5091/188604-eka9yMJ855/4.5\\_3.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.	Teachers will receive a rating of Highly Effective for the "other measures" sub-component when they earn a final average rubric score between 3.5-4.0, as identified on the conversion chart.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers will receive a rating of Effective for the "other measures" sub-component when they earn a final average rubric score between 2.5-3.4, as identified on the conversion chart.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers will receive a rating of Developing for the "other measures" sub-component when they earn a final average rubric score between 1.5-2.4, as identified on the conversion chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers will receive a rating of Ineffective for the "other measures" sub-component when they earn a final average rubric score between 1.0-1.4, as identified on the conversion chart.

Provide the ranges for the 60-point scoring bands.

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

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	3
4.6) Observations of Probationary Teachers   Informal/Short	1
4.6) Observations of Probationary Teachers   Enter Total	4

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)

Created Thursday, October 04, 2012

Updated Tuesday, December 04, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

##### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Thursday, October 04, 2012  
Updated Monday, December 03, 2012

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/188648-Df0w3Xx5v6/6.2\\_2.pdf](assets/survey-uploads/5265/188648-Df0w3Xx5v6/6.2_2.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:

#### *APPEAL PROCEDURES*

#### *APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY*

*Appeals of annual professional performance reviews (APPR) shall be limited only to those where the teacher has received an overall*

rating of “ineffective” or “developing” based on his/her single composite effectiveness score. In addition, a teacher who has received an “effective” overall rating and who has been denied supplemental compensation based on such rating may appeal his or her APPR.

#### *WHAT MAY BE CHALLENGED IN AN APPEAL*

*In an appeal, the teacher may only challenge:*

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

#### *PROHIBITION AGAINST MORE THAN ONE APPEAL*

*A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.*

#### *BURDEN OF PROOF*

*In an appeal, the teacher has the burden of demonstrating by clear and convincing evidence that his/her overall rating was affected by substantial error or defect.*

#### *TIMEFRAME FOR FILING APPEAL*

*The teacher must submit a written notice of intent to appeal an annual professional performance review no later than ten (10) school days after receipt by the teacher of a copy of the APPR. If a teacher is challenging the issuance of a teacher improvement plan, the written notice of appeal must be filed within ten (10) school days of the issuance of such plan. The failure to file a written notice of appeal within the required timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.*

*The teacher shall have ten (10) school days after filing a timely notice of appeal to file a written appeal. When filing such written appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan 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.*

*A teacher may also submit evidence on the following factors, which will then be considered by the decision-maker on the appeal:*

- class size*
- students assigned to the class*
- student attendance*
- teacher leave time/personal issues*
- new initiatives or requirements placed on the teacher*
- the physical environment*
- the quality of the relationship between the teacher and the evaluator*

*Any information not submitted at the time the appeal is filed shall not be considered. The failure to file a written appeal within the required timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.*

#### *TIMEFRAME FOR DISTRICT RESPONSE*

*Within ten (10) calendar days of receipt of a written appeal, the school district staff members(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher’s improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district’s response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.*

#### *DECISION-MAKER ON APPEAL*

*Upon receipt of the District’s response, but no later than ten (10) calendar days after receipt of the teacher’s written appeal, an appeals panel comprised of the Superintendent’s designee, the Association President (or his/her designee) and a third individual*

*mutually agreed upon by the Association President and the Superintendent will be formed. The administrator responsible for the teacher's APPR shall not be appointed to the appeal panel. The appeal panel shall review the written record comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and any additional documentary evidence submitted with such papers, and by majority vote, make an advisory recommendation to the Superintendent of Schools within seven (7) calendar days of the date that the appeals panel is formed.*

*The final decision shall be rendered by the Superintendent of Schools, or that individual's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the Superintendent shall appoint another person to decide the appeal.*

#### **DECISION**

*The Superintendent of Schools shall render a written decision on the merits of the appeal no later than ten (10) calendar days from the date upon which the appeals panel delivers its advisory recommendation to the Superintendent of Schools. The appeal shall be based solely on the written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and any additional documentary evidence submitted with such papers, and the appeal panel's advisory recommendation. Such written decision shall be final and binding on the parties. The decision shall not be subject to any further appeal through any other process including grievance or arbitration procedures contained within the parties' collective bargaining agreement, adjudication before an administrative body or individual (including, but not limited to the Commissioner of Education) or court action.*

*The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect or require such other corrective action as is just and proper. A copy of the decision shall be provided to the teacher and the evaluator.*

#### **EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE**

*The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher/principal performance review and/or improvement plan, except that a teacher may proceed through the grievance process (Article XIV) of the collective bargaining agreement solely to challenge the District's adherence to any procedural standards set forth in the APPR or TIP. The remedy sought in such a grievance shall be limited to correction of the procedural flaw. Should a grievance be filed, the goal will be to promptly correct the procedural flaw so that the evaluation process may be completed in accordance with the APPR. A teacher may not resort to any other procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.*

*The district assures that the process is to be timely and expeditious according to Education Law 3012-c. This appeal process will sunset on November 1, 2013 or at the conclusion of all appeals, or whichever comes first. The parties agree to negotiate a successor appeals process at that time.*

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

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

*All evaluators will complete training through the GVEP and/or other neighboring BOCES, which consists of 4-10 full-day trainings throughout the year. In addition, collaborative review and analysis of observation-based evidence and other professional evidence within Danielson's 2007 rubric will take place during administrative meetings and evaluator meetings to ensure inter-rater reliability. All evaluators will utilize authentic evidence gathered during actual teacher observations. All documentation of training and development activities will be kept on file. Upon gathering ample documentation that all evaluators have been properly trained, the Superintendent will make the recommendation for the BOE to certify each evaluator to conduct evaluations. The indistrict activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for all evaluators to be recertified each year.*

## **6.5) Assurances -- Evaluators**

Please check the boxes below:

- 
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, October 04, 2012  
Updated Monday, December 10, 2012

## Page 1

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

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

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

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

K-4
5-8
9-12
(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 provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

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

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

State assessments, *required if one exists*

District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

***Please remember that State assessments must be used with SLOs if applicable to the school or program type.***

School or Program Type	SLO with Assessment Option	Name of the Assessment
k-4	State assessment	Grade level specific assessments, Grade 3/4 NYS ELA/MATH

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Attica CSD will use both the NYS grade 4 ELA and Math assessments and the NYS grade 3 ELA and Math assessments to measure student growth for State Growth for principals. The State will provide the HEDI results for the Grade 4 ELA and Math SLOs which will then be weighted proportionally with the 3rd grade ELA and Math SLO results (see HEDI below for Grade 3). Our process for establishing growth targets for Grade 3 ELA and Math requires principals and their supervisors to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes pre-assessment results as well as historical academic data.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principals will receive a rating of Highly Effective when 89-100% of the students meet their grade level targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principals will receive a rating of Effective when 48-88% of the students meet their grade level targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principals will receive a rating of Developing when 17-47% of the students meet their grade level targets.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principals will receive a rating of Ineffective when 0-16% of the students meet their grade level targets.

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

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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 Thursday, October 04, 2012

Updated Tuesday, December 11, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	AIMSweb ELA
5-8	(d) measures used by district for teacher evaluation	AIMSweb ELA
9-12	(d) measures used by district for teacher evaluation	Combined Regents exams June Regents exams: Algebra 1, Earth Science, Comprehensive English, US History Government, and Global History Geography

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.	HEDI scores for grades K-8 will be based on the percentage of students meeting the Local Achievement Targets (% of composite scores for students in Tier I and Tier II at the end of the year) using AIMSweb ELA. For grades 9-12 a HEDI rating will be based on the average passing rate (65% or above) of the following June Regents exams: Algebra, Physical Setting/Earth Science, Comprehensive English, US History Government, and Global History Geography; compared to the state average of the same June exams. The targets are set by administrators and approved by the superintendent.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Highly Effective when 88-100% of the students meet their individual targets.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Effective when 50-87% of the students meet their individual targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Developing when 19-49% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Ineffective when 18% or less of the students meet their individual targets.

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/5366/188704-qBFVOWF7fC/8.1.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 used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.**

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

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

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

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

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

*(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*

*(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*

*(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
k-4	(d) measures used by district for teacher evaluation	AIMSweb ELA

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.	HEDI scores for grades K-4 will be based on the percentage of students meeting the Local Achievement Targets (% of composite scores for students in Tier I and Tier II at the end of the year) using AIMSweb ELA. The targets are set by administrators and approved by the superintendent.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Highly Effective when 89-100% of the students meet their individual targets.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Effective when 48-88% of the students meet their individual targets.HEDI scores for grades K-8 will be based on the percentage of students meeting the Local Achievement Targets (% of composite scores for students in Tier I and Tier II at the end of the year) using AIMSweb ELA.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Developing when 16-47% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Ineffective when 15% or less of the students meet their individual targets.

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.

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### 8.3) Locally Developed Controls

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

*The only controls used in setting targets for Locally Selected Measures will be student prior academic history. Whether students have a disability, are English language learners, or are in poverty, appropriate targets can be established for them based on their prior academic achievement levels.*

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

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

*For principals with a mix of sections/courses resulting in the use of multiple locally selected measures, all of the student scores from the multiple sections/courses will be combined into one overall component score of 0-15 or 0-20 as applicable, weighted proportionately based on the number of students in each section/course.*

### 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	Check

principals' performance in ways that improve student learning and instruction.	
8.5) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances   Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances   If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances   Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

# 9. Other Measures of Effectiveness (Principals)

Created Thursday, October 04, 2012

Updated Wednesday, December 12, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*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 points assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

9.4) Sources of Evidence (if applicable)   Structured feedback from teachers using a State-approved tool	(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 posted, this form will be updated with dropdown menus of approved survey tools.

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

## 9.6) Assurances

Please check all of the boxes below:

9.6) Assurances   Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
9.6) Assurances   Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction	Checked
9.6) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
9.6) Assurances   Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

## 9.7) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the principal practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

*To assure that all of the six 2008 ISLLC Standards are evaluated each year, we will use the Multidimensional Principal Performance Rubric. All domains of the rubric will be evaluated and weighted equally. The Superintendent will visit each principal's building twice, and principals will submit other evidence to address the standards not covered by the school visits. Final scores for the 60 points will be tied to final average rubric scores between 1-4. Each principal's rating will be calculated using the "60% Others Measures Conversion Chart." The total sub-component score (0-60 points) will be added to the "Principal APPR Summary Form" upon completion. The sum of all scores will be rounded to the closest whole number using general rounding rules. The Superintendent will be responsible to schedule the two visits to each principal's building. For the "other evidence" to be submitted, each principal and the Superintendent will identify what evidence will be submitted and the due date. Selecting of the evidence and due date should occur no later than the last school day in October when possible, but may also occur after the two school visits.*

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.

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

Highly Effective: Overall performance and results exceed standards.	Principals will receive a rating of Highly Effective for the "other measures" sub-component when they earn a final average rubric score between 3.5-4.0, as identified on the conversion chart.
Effective: Overall performance and results meet standards.	Principals will receive a rating of Effective for the "other measures sub-component when they earn a final average rubric score between 2.5-3.4, as identified on the conversion chart.
Developing: Overall performance and results need improvement in order to meet standards.	Principals will receive a rating of Developing for the "other measures" sub-component when they earn a final average rubric score between 1.5-2.4, as identified on the conversion chart.

Ineffective: Overall performance and results do not meet standards.

Principals will receive a rating of Ineffective for the "other measures" sub-component when they earn a final average rubric score between 1.0-1.4, as identified on the conversion chart.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

By supervisor	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)

Created Thursday, October 04, 2012

Updated Tuesday, December 04, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Thursday, October 04, 2012  
Updated Tuesday, December 04, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/188786-Df0w3Xx5v6/11.2.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:

*Annual Professional Performance Review (APPR)  
as specified in §3012-C of Education Law*

*Section 3012-C of the Education Law establishes a comprehensive annual evaluation system for building principals, as well as the issuance and implementation of improvement plans and principals whose performance is assessed as either effective, developing or ineffective.*

*To the extent that a principal wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure.*

*This appeals procedure is proposed to address a principal's due process rights while ensuring that appeals are resolved in an expeditious manner.*

#### *APPEALS OF INEFFECTIVE, DEVELOPING, AND EFFECTIVE RATINGS ONLY*

*Appeals of annual professional performance reviews will be limited to those that rate a principal as ineffective, developing, or an effective rating where compensation may be affected.*

#### *WHAT MAY BE CHALLENGED IN AN APPEAL*

*Appeal procedures will limit the scope of appeals under Education Law §3012-c to the following subjects:*

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

#### *PROHIBITION AGAINST MORE THAN ONE APPEAL*

*A principal may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.*

#### *BURDEN OF PROOF*

*The burden of proof shall be on the school district to establish in the preponderance of evidence that the rating given to the principal was justified. The principal has the burden of establishing the facts upon which the principal, the appellant, seeks relief.*

#### *TIME FRAME FOR FILING THE APPEAL*

*All appeals must be filed in writing no later than 20 calendar days after the date on which the principal receives his/her final and complete annual professional performance review. The act of mailing the appeal shall constitute filing.*

*If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within 15 days of issuance of such plan.*

*The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. Receipt shall mean personal receipt of a final and full APPR document. An extension of the time in which to appeal the final APPR document or the principal improvement plan may be granted by the Superintendent of Schools upon written request, which shall not be unreasonably withheld.*

*When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review or the issuance and/or implementation of the terms of his or her improvement plan. Any additional documents or*

materials relevant to the appeal must be provided by the school district upon request for same. Negative references may be drawn from the failure of the school district to provide the requested documents. 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.

#### *TIME FRAME FOR SCHOOL DISTRICT RESPONSE*

Within 20 calendar days of receipt of an appeal, the school district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the school 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 school district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district and all additional information submitted with the response at the same time the school district files its response.

#### *DECISION-MAKER ON APPEAL*

A decision shall be rendered by an individual hearing officer chosen from the list of hearing officers approved mutually by the school district and the bargaining unit representing the principals. The district assures that the process is to be timely and expeditious according to Education Law 3012-c.

The parties agree that:

- 1) The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) days or more than fifteen (15) days after the hearing officer is selected.
- 2) The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
- 3) The parties shall have the ability to be represented by either legal counsel or union representative, or to appear pro se.
- 4) The parties shall exchange documentary evidence and an anticipated witness list no less than seven (7) business days before the scheduled hearing date.
- 5) The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.
- 6) The principal shall have the opportunity to present his/her case, which may include the presentation of witnesses and/or affidavits in lieu of testimony. The school district may refute the principal's presentation. If the school district presents a case, the principal will have the right to present a rebuttal case.

#### *DECISION*

A written decision on the merits of the appeal shall be rendered by the hearing officer no later than 30 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.

Such decision shall be a final administrative decision, binding on both parties.

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 hearing officer may set aside a rating and then issue a new ruling based on the reasons and facts submitted. A copy of the written decision shall be provided to the principal and to the school district representative.

#### *EXCLUSIVITY OF § 3012-C APPEAL PROCEDURE*

The §3012-c appeal procedure shall constitute the means for initiating, reviewing and resolving any and all challenges to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for resolution

*of challenges and appeals related to a professional performance review and/or improvement plan.*

**OTHER**

- 1) The school district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers or will agree to utilize such a list developed by a mutually agreed upon outside party.*
- 2) Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.*
- 3) The school district and unit agree that hearing officers shall be paid no more than \$350 for a hearing date, analysis of documents and production of the decision. This cost shall be the responsibility of the school district.*
- 4) An evaluation shall not be placed in the principal's personnel file until either the expiration of the thirty (30) day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.*
- 5) A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the thirty (30) days in which to file a notice of appeal does not waive his/her right to timely file an appeal.*
- 6) This appeal process will sunset when the collective bargaining agreement between the parties expires. The parties agree to negotiate a successor appeals process at that time in compliance with Educational Law 3012-C.*

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

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

*As the sole evaluator of principals in the Attica Central School District, the Superintendent will be properly trained in the nine elements identified, completing training through the Genesee Valley Educational Partnership and NYSCOSS, which will consist of a number of full-day trainings and shorter workshops throughout the year. Due to there being one sole evaluator of principals, inter-rater reliability is not an issue. However, regular interactive review and analysis of professional evidence within the Multidimensional Principal Performance Rubric will take place for the professional growth of the Superintendent and the administrative team.*

*All documentation of training and development activities will be kept on file. Upon gathering ample documentation that the Superintendent has been properly trained, the Superintendent will recommend to the Board of Education that he be certified to conduct principal evaluations. The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for the Superintendent to be recertified each year.*

### 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

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Updated Tuesday, December 11, 2012

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### Page 1

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

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

<assets/survey-uploads/5581/188789-3Uqgn5g9Iu/APPR 12-11-12.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.

## Appendix O: Conversion Chart for Student Learning Objectives (SLO)

State Growth or Comparable Measure (20%)

Rubric Score	HEDI Category	% of students that meet their established targets
	<b>INEFFECTIVE</b>	
<b>0</b>		<b>0 - 4</b>
<b>1</b>		<b>5 - 11</b>
<b>2</b>		<b>12 - 16</b>
	<b>DEVELOPING</b>	
<b>3</b>		<b>17 - 21</b>
<b>4</b>		<b>22 - 26</b>
<b>5</b>		<b>27 - 31</b>
<b>6</b>		<b>32 - 37</b>
<b>7</b>		<b>38 - 42</b>
<b>8</b>		<b>43 - 47</b>
	<b>EFFECTIVE</b>	
<b>9</b>		<b>48 - 53</b>
<b>10</b>		<b>54 - 58</b>
<b>11</b>		<b>59 - 64</b>
<b>12</b>		<b>65 - 69</b>
<b>13</b>		<b>70 - 73</b>
<b>14</b>		<b>74 - 77</b>
<b>15</b>		<b>78 - 80</b>
<b>16</b>		<b>81 - 84</b>
<b>17</b>		<b>85 - 88</b>
	<b>HIGHLY EFFECTIVE</b>	
<b>18</b>		<b>89 - 92</b>
<b>19</b>		<b>93 - 95</b>
<b>20</b>		<b>96 - 100</b>



## Appendix B: Conversion Chart for Observation and Multiple Measures

Total Average Rubric Score	HEDI Category	Conversion Score for Composite
	<b>INEFFECTIVE 0-49</b>	
1		0 - 11
1.1		12 - 24
1.2		25 - 36
1.3		37 - 48
1.4		49
	<b>DEVELOPING 50-56</b>	
1.5		50 – 50.6
1.6		50.7 – 51.3
1.7		51.4 – 52.0
1.8		52.1 – 52.7
1.9		52.8 – 53.4
2		53.5 – 54.1
2.1		54.2 - 54.8
2.2		54.9 – 55.5
2.3		55.6 – 56.2
2.4		56.3 - 56.9
	<b>EFFECTIVE 57-58</b>	
2.5		57 – 57.1
2.6		57.2 - 57.3
2.7		57.4 - 57.5
2.8		57.6 – 57.7
2.9		57.8 – 57.9
3		58 – 58.1
3.1		58.2 – 58.3
3.2		58.4 - 58.5
3.3		58.6 – 58.8
3.4		58.9
	<b>HIGHLY EFFECTIVE 59-60</b>	
3.5		59 – 59.2
3.6		59.3 – 59.4
3.7		59.5 – 59.7
3.8		59.8 – 59.9
3.9		60 - 60.24
4		60.25 (round to 60)

## Teacher Improvement Plan (TIP)

### TEACHER IMPROVEMENT PLAN

If a teacher receives an overall rating of "Developing" or "Ineffective" through an annual professional performance review, a teacher improvement plan (TIP) shall be formulated and commenced for that teacher. The TIP is not a disciplinary action.

The District shall identify to the Association a teacher in need of a TIP. The teacher may utilize members of the Attica Teachers' Association to assist in the implementation of the plan. Such assistance can include observations, visitations, etc. The Association designated participants in such activities should not be compelled by the District to testify concerning such activities in a disciplinary proceeding against the teacher involved.

The TIP shall be implemented no later than 10 school days from the opening of classes in the school year immediately following the evaluation year. It shall be developed by the school administrator in consultation with the teacher and the union representative, which shall include a conference with the teacher to discuss the teacher's performance and provide specific recommendations for improvement. At this conference, the teacher shall be entitled to have a representative from the Attica Teachers' Association present. Upon mutual agreement, a content specialist may be included in the development of the TIP.

The TIP shall include the following elements.

- Identification of the area(s) that need improvement as identified in the teacher's APPR
- A timeline for achieving the improvement, which shall extend no later than the end of the school year
- The manner in which improvement will be assessed
- Where appropriate, differentiated activities to support the teacher's improvement that are directly related to the area(s) needing improvement

The TIP will clearly state the additional support and assistance that the teacher will receive. There will be periodic reviews of the teacher's progress on the TIP, as established in the teacher's TIP. In the final stage of the TIP, the teacher will meet with the school administrator to review the TIP alongside any artifacts or evidence from evaluations in order for the school administrator to determine if adequate improvement has been made in the required areas outlined within the TIP.

The administrator shall observe the teacher at least twice during the period of the TIP. One observation shall be conducted early in the TIP period and one observation shall be conducted near the conclusion of the TIP period. Either the teacher or the administrator can initiate additional observations.

If, after additional observations, the performance of the teacher continues not to meet district expectations, a written notice shall specify areas which the teacher's performance is still considered ineffective or developing. The administrator shall then schedule a meeting with the

teacher to review the teacher's progress. At this conference, the teacher shall be entitled to have a representative from the Attica Teachers' Association present.

If the District requires any training, workshops, programs, books or other materials in connection with the implementation of the TIP, their cost will be borne by the District in their entirety.

No provision of this process shall limit the rights of an individual under applicable state or federal laws, or other provisions of this contract, nor shall it limit or reduce the powers and duties of the Superintendent and the Board of Education

## TEACHER IMPROVEMENT PLAN (TIP)

Teacher Name: \_\_\_\_\_ Tenure Area(s): \_\_\_\_\_  
 Status:  1<sup>st</sup> Year Probationary  2<sup>nd</sup> Year Probationary  3<sup>rd</sup> Year Probationary  Tenured  Other  
 Evaluator Name: \_\_\_\_\_ Evaluator Position: \_\_\_\_\_  
 Final Evaluation Date: \_\_\_\_\_ for the \_\_\_\_\_ school year, resulting in a HEDI rating of \_\_\_\_\_.

Directions for TIP Development: The Principal completes the following chart after consultation with the affected teacher and union representative. Use additional pages if needed. Implementation of this plan will commence by \_\_\_\_\_<sup>1</sup>.

Area(s) Needing Improvement	Timeline for Achieving Improvement	Teacher Responsibilities (if any) and Timeframes:	Administrator Contributions (if any) and Timeframes:	The Manner(s) by which Improvement will be Assessed

Directions for TIP Follow up: The Principal, Teacher and Union Representative (upon the Teacher's request) will hold a TIP-Update meeting on \_\_\_\_\_ to discuss the status of implementing this TIP, the degree of improvement in the identified "Area(s) Needing Improvement," and updating this TIP if appropriate.

Principal's Signature, Dated: \_\_\_\_\_  
 \_\_\_\_\_  
 Teacher's Signature, Dated: \_\_\_\_\_  
 \_\_\_\_\_

Teachers' Assoc. Pres., Dated: \_\_\_\_\_  
 \_\_\_\_\_

<sup>1</sup> Implementation of the TIP must commence within 10 school days after class begins for the next school year.



**Appendix I-B: Conversion Chart for Local Measures**

9-12 Regents

*Value-Added* Local Measure

<b>Rubric Score</b>	<b>Category</b>	<b>Percentage of Composite Scores above NYS Average</b>
	<b>INEFFECTIVE</b>	
<b>0</b>		<b>-9 or more</b>
<b>1</b>		<b>-8</b>
<b>2</b>		<b>-7</b>
	<b>DEVELOPING</b>	
<b>3</b>		<b>-5,-6</b>
<b>4</b>		<b>-4</b>
<b>5</b>		<b>-3</b>
<b>6</b>		<b>-2</b>
<b>7</b>		<b>-1</b>
	<b>EFFECTIVE</b>	
<b>8</b>		<b>0</b>
<b>9</b>		<b>1</b>
<b>10</b>		<b>2</b>
<b>11</b>		<b>3-4</b>
<b>12</b>		<b>5-6</b>
<b>13</b>		<b>7-8</b>
	<b>HIGHLY EFFECTIVE</b>	
<b>14</b>		<b>9-10</b>
<b>15</b>		<b>11 or more</b>

Appendix I - D: Conversion Chart for Local Measures

K-8 AIMSweb

*Value-Added* Local Measure

<b>Rubric Score</b>	<b>HEDI Category</b>	<b>Percentage of Composite Scores in Tier 1 and Tier 2 at End of Year</b>
	<b>INEFFECTIVE</b>	
<b>0</b>		<b>0-40</b>
<b>1</b>		<b>41-43</b>
<b>2</b>		<b>44-45</b>
	<b>DEVELOPING</b>	
<b>3</b>		<b>46-47</b>
<b>4</b>		<b>48-49</b>
<b>5</b>		<b>50-51</b>
<b>6</b>		<b>52-53</b>
<b>7</b>		<b>54</b>
	<b>EFFECTIVE</b>	
<b>8</b>		<b>55-58</b>
<b>9</b>		<b>59-62</b>
<b>10</b>		<b>63-64</b>
<b>11</b>		<b>65-67</b>
<b>12</b>		<b>68-69</b>
<b>13</b>		<b>70-71</b>
	<b>HIGHLY EFFECTIVE</b>	
<b>14</b>		<b>72-75</b>
<b>15</b>		<b>76-77 and above</b>

**Appendix I-A: Conversion Chart for Local Measures**

9-12 Regents

Locally – Selected Measure of Achievement (20%)

(Algebra, Earth Science, English, Global Studies and US History)

<b>Rubric Score</b>	<b>Category</b>	<b>Percentage of Composite Scores above NYS Average</b>
	<b>INEFFECTIVE</b>	
<b>0</b>		<b>-9</b>
<b>1</b>		<b>-8</b>
<b>2</b>		<b>-7</b>
	<b>DEVELOPING</b>	
<b>3</b>		<b>-6</b>
<b>4</b>		<b>-5</b>
<b>5</b>		<b>-4</b>
<b>6</b>		<b>-3</b>
<b>7</b>		<b>-2</b>
<b>8</b>		<b>-1</b>
	<b>EFFECTIVE</b>	
<b>9</b>		<b>0</b>
<b>10</b>		<b>1</b>
<b>11</b>		<b>2</b>
<b>12</b>		<b>3</b>
<b>13</b>		<b>4</b>
<b>14</b>		<b>5</b>
<b>15</b>		<b>6</b>
<b>16</b>		<b>7</b>
<b>17</b>		<b>8</b>
	<b>HIGHLY EFFECTIVE</b>	
<b>18</b>		<b>9</b>
<b>19</b>		<b>10</b>
<b>20</b>		<b>11 and above</b>

**Appendix I-C: Conversion Chart for Local Measures**

K-8 AIMSweb

Locally – Selected Measure of Achievement (20%)

<b>Rubric Score</b>	<b>HEDI Category</b>	<b>Percentage of Composite Scores in Tier 1 and Tier 2 at End of Year</b>
	<b>INEFFECTIVE</b>	
<b>0</b>		<b>0-40</b>
<b>1</b>		<b>41-42</b>
<b>2</b>		<b>43-44</b>
	<b>DEVELOPING</b>	
<b>3</b>		<b>45-46</b>
<b>4</b>		<b>47-48</b>
<b>5</b>		<b>49-50</b>
<b>6</b>		<b>51-52</b>
<b>7</b>		<b>53</b>
<b>8</b>		<b>54</b>
	<b>EFFECTIVE</b>	
<b>9</b>		<b>55-57</b>
<b>10</b>		<b>58-60</b>
<b>11</b>		<b>61</b>
<b>12</b>		<b>62</b>
<b>13</b>		<b>63</b>
<b>14</b>		<b>64</b>
<b>15</b>		<b>65-67</b>
<b>16</b>		<b>68-69</b>
<b>17</b>		<b>70-71</b>
	<b>HIGHLY EFFECTIVE</b>	
<b>18</b>		<b>72-74</b>
<b>19</b>		<b>75-76</b>
<b>20</b>		<b>77 and above</b>

**Appendix II - B: Conversion Chart for Observation and Multiple Measures**

Total Average Rubric Score	HEDI Category	Conversion Score for Composite
	<b>INEFFECTIVE 0-49</b>	
<b>1</b>		<b>0</b>
<b>1.1</b>		<b>12</b>
<b>1.2</b>		<b>25</b>
<b>1.3</b>		<b>37</b>
<b>1.4</b>		<b>49</b>
	<b>DEVELOPING 50-56</b>	
<b>1.5</b>		<b>50</b>
<b>1.6</b>		<b>50.7</b>
<b>1.7</b>		<b>51.4</b>
<b>1.8</b>		<b>52.1</b>
<b>1.9</b>		<b>52.8</b>
<b>2</b>		<b>53.5</b>
<b>2.1</b>		<b>54.2</b>
<b>2.2</b>		<b>54.9</b>
<b>2.3</b>		<b>55.6</b>
<b>2.4</b>		<b>56.3</b>
	<b>EFFECTIVE 57-58</b>	
<b>2.5</b>		<b>57</b>
<b>2.6</b>		<b>57.2</b>
<b>2.7</b>		<b>57.4</b>
<b>2.8</b>		<b>57.6</b>
<b>2.9</b>		<b>57.8</b>
<b>3</b>		<b>58</b>
<b>3.1</b>		<b>58.2</b>
<b>3.2</b>		<b>58.4</b>
<b>3.3</b>		<b>58.6</b>
<b>3.4</b>		<b>58.8</b>
	<b>HIGHLY EFFECTIVE 59-60</b>	
<b>3.5</b>		<b>59</b>
<b>3.6</b>		<b>59.3</b>
<b>3.7</b>		<b>59.5</b>
<b>3.8</b>		<b>59.8</b>
<b>3.9</b>		<b>60</b>
<b>4</b>		<b>60.25 (round to 60)</b>

**Attachment III:  
Principal Annual Professional Performance Review Summary**

Principal's Name: \_\_\_\_\_ Position/Site: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Evaluator's Visit Date: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Evaluation Component	Points Range (check one in each of 1 <sup>st</sup> 2 boxes)	Points Earned	HEDI RATING	Comments
State (or comparable) student achievement growth score:	<input type="checkbox"/> 0-20 <input type="checkbox"/> 0-25			
Locally selected measures of student achievement score:	<input type="checkbox"/> 0-20 <input type="checkbox"/> 0-15			
Other Measures of Performance:  Multidimensional Rubric for Principal Evaluation Observation 1 = _____ Observation 2 = _____ Average score = _____ See Conversion Chart Appendix II -A	<input type="checkbox"/> 0-60			
<b>OVERALL TOTAL POINT</b>	<b>0-100</b>			

<b>HEDI Composite Scale ( 2012-13)</b>	
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

**APPR Overall Rating (HEDI):** \_\_\_\_\_

Supervisor's Signature/Date: \_\_\_\_\_

Principal's Signature/Date: \_\_\_\_\_

**Attachment IV-A Principal  
Improvement Plan**

Name of Principal: \_\_\_\_\_

School Building: \_\_\_\_\_

- 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):  
  
November:  
February: April:  
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 as outlined above no later than ten school days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity of the principal to attach comments.

## Appendix M: Conversion Chart for Local Measures

### K-8 AIMSweb

#### *Value-Added* Local Measure

<b>Rubric Score</b>	<b>HEDI Category</b>	<b>Percentage of Composite Scores in Tier 1 and Tier 2 at End of Year</b>
	<b>INEFFECTIVE</b>	
<b>0</b>		<b>0-40</b>
<b>1</b>		<b>41-43</b>
<b>2</b>		<b>44-45</b>
	<b>DEVELOPING</b>	
<b>3</b>		<b>46-47</b>
<b>4</b>		<b>48-49</b>
<b>5</b>		<b>50-51</b>
<b>6</b>		<b>52-53</b>
<b>7</b>		<b>54</b>
	<b>EFFECTIVE</b>	
<b>8</b>		<b>55-58</b>
<b>9</b>		<b>59-62</b>
<b>10</b>		<b>63-64</b>
<b>11</b>		<b>65-67</b>
<b>12</b>		<b>68-69</b>
<b>13</b>		<b>70-71</b>
	<b>HIGHLY EFFECTIVE</b>	
<b>14</b>		<b>72-75</b>
<b>15</b>		<b>76-77 and above</b>

## Appendix L: Conversion Chart for Local Measures

### K-8 AIMSweb

Locally – Selected Measure of Achievement (20%)

Rubric Score	HEDI Category	Percentage of Composite Scores in Tier 1 and Tier 2 at End of Year
	<b>INEFFECTIVE</b>	
0		0-40
1		41-42
2		43-44
	<b>DEVELOPING</b>	
3		45-46
4		47-48
5		49-50
6		51-52
7		53
8		54
	<b>EFFECTIVE</b>	
9		55-57
10		58-60
11		61
12		62
13		63
14		64
15		65-67
16		68-69
17		70-71
	<b>HIGHLY EFFECTIVE</b>	
18		72-74
19		75-76
20		77 and above

**Appendix N: Conversion Chart for Local Measures****9-12 Regents****Locally – Selected Measure of Achievement (20%)**

(Algebra, Earth Science, English, Global Studies and US History)

<b>Rubric Score</b>	<b>HEDI Category</b>	<b>Percentage of Composite Scores above NYS Average</b>
	<b>INEFFECTIVE</b>	
<b>0</b>		<b>-9</b>
<b>1</b>		<b>-8</b>
<b>2</b>		<b>-7</b>
	<b>DEVELOPING</b>	
<b>3</b>		<b>-6</b>
<b>4</b>		<b>-5</b>
<b>5</b>		<b>-4</b>
<b>6</b>		<b>-3</b>
<b>7</b>		<b>-2</b>
<b>8</b>		<b>-1</b>
	<b>EFFECTIVE</b>	
<b>9</b>		<b>0</b>
<b>10</b>		<b>1</b>
<b>11</b>		<b>2</b>
<b>12</b>		<b>3</b>
<b>13</b>		<b>4</b>
<b>14</b>		<b>5</b>
<b>15</b>		<b>6</b>
<b>16</b>		<b>7</b>
<b>17</b>		<b>8</b>
	<b>HIGHLY EFFECTIVE</b>	
<b>18</b>		<b>9</b>
<b>19</b>		<b>10</b>
<b>20</b>		<b>11 and above</b>

**Appendix N: Conversion Chart for Local Measures****9-12 Regents****Locally – Selected Measure of Achievement (20%)**

(Algebra, Earth Science, English, Global Studies and US History)

<b>Rubric Score</b>	<b>Category</b>	<b>Percentage of Composite Scores above NYS Average</b>
	<b>INEFFECTIVE</b>	
<b>0</b>		<b>-9</b>
<b>1</b>		<b>-8</b>
<b>2</b>		<b>-7</b>
	<b>DEVELOPING</b>	
<b>3</b>		<b>-6</b>
<b>4</b>		<b>-5</b>
<b>5</b>		<b>-4</b>
<b>6</b>		<b>-3</b>
<b>7</b>		<b>-2</b>
<b>8</b>		<b>-1</b>
	<b>EFFECTIVE</b>	
<b>9</b>		<b>0</b>
<b>10</b>		<b>1</b>
<b>11</b>		<b>2</b>
<b>12</b>		<b>3</b>
<b>13</b>		<b>4</b>
<b>14</b>		<b>5</b>
<b>15</b>		<b>6</b>
<b>16</b>		<b>7</b>
<b>17</b>		<b>8</b>
	<b>HIGHLY EFFECTIVE</b>	
<b>18</b>		<b>9</b>
<b>19</b>		<b>10</b>
<b>20</b>		<b>11 and above</b>

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

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

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

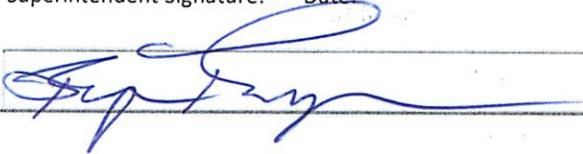
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

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

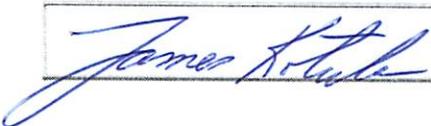
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

**Signatures, dates**

Superintendent Signature:      Date:

 12/11/12

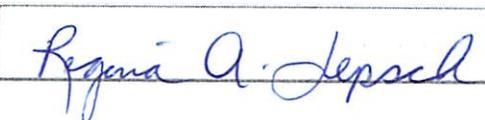
Teachers Union President Signature:      Date:

 12/11/12

Administrative Union President Signature:      Date:

 12/11/12

Board of Education President Signature:      Date:

 12/11/12