



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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October 19, 2012

James D. Hoffman, Superintendent
Averill Park Central School District
146 Gettle Rd.
Averill Park, NY 12018

Dear Superintendent Hoffman:

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: James N. Baldwin

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, August 23, 2012

Updated Friday, October 05, 2012

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 : 491302060000

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

491302060000

1.2) School District Name: AVERILL PARK CSD

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

AVERILL PARK 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, August 23, 2012

Updated Friday, October 05, 2012

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	State-approved 3rd party assessment	AIMS Web
1	State-approved 3rd party assessment	AIMS Web
2	State-approved 3rd party assessment	AIMS Web

	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	An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories.
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Teacher scores for Comparable Growth Measures are based upon the degree to which student performance meets district-determined expectations for growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86-100% of students meeting target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-85% of students meeting target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55-69% of students meeting target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-54% of students meeting target

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	AIMS Web
1	State-approved 3rd party assessment	AIMS Web
2	District, regional, or BOCES-developed assessment	Questar III Developed Regional Grade 2 Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories. Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Teacher scores for Comparable Growth Measures are based upon the degree to which student performance meets district-determined expectations for growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86-100% of students meeting target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-85% of students meeting target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55-69% of students meeting target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-54% of students meeting target

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	AMS Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	AMS Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories. Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Teacher scores for Comparable Growth Measures are based upon the degree to which student performance meets district-determined expectations for growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86-100% of students meeting target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-85% of students meeting target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55-69% of students meeting target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-54% of students meeting target

2.5) Grades 6-8 Social Studies

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

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

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories. Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Teacher scores for Comparable Growth Measures are based upon the degree to which student performance meets district-determined expectations for growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students meeting target
Effective (9 - 17 points) Results meet District goals for similar students.	70-85% of students meeting target
Developing (3 - 8 points) Results are below District goals for similar students.	55-69% of students meeting target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-54% of students meeting target

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	APHS Developed Global History and Geography 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.	An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories. Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Teacher scores for Comparable Growth Measures are based upon the degree to which student performance meets district-determined expectations for growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students meeting target
Effective (9 - 17 points) Results meet District goals for similar students.	70-85% of students meeting target

Developing (3 - 8 points) Results are below District goals for similar students.	55-69% of students meeting target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-54% of students meeting target

2.7) High School Science Regents Courses

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

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

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

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories. Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Teacher scores for Comparable Growth Measures are based upon the degree to which student performance meets district-determined expectations for growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students meeting target
Effective (9 - 17 points) Results meet District goals for similar students.	70-85% of students meeting target
Developing (3 - 8 points) Results are below District goals for similar students.	55-69% of students meeting target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-54% of students meeting target

2.8) High School Math Regents Courses

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

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

Math Regents Courses	Assessment
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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.	An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories. Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Teacher scores for Comparable Growth Measures are based upon the degree to which student performance meets district-determined expectations for growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students meeting target
Effective (9 - 17 points) Results meet District goals for similar students.	70-85% of students meeting target
Developing (3 - 8 points) Results are below District goals for similar students.	55-69% of students meeting target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-54% of students meeting target

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	APHS Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	APHS Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS English Regents Exam

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories. Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Teacher scores for Comparable Growth Measures are based
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If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

assets/survey-uploads/5364/166549-avH4IQNZMh/Form 2.10 Word.doc

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/166549-TXEttx9bQW/HEDI Local Measure Table.doc

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.

No Controls.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked

2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, September 11, 2012

Updated Thursday, October 18, 2012

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	AIMS Web
5	4) State-approved 3rd party assessments	AIMS Web
6	5) District, regional, or BOCES–developed assessments	AMS Developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	AMS Developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	AMS Developed Grade 8 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories. Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Teacher scores for locally selected measures sub-component are based upon the degree to which student performance meets district-determined expectations for local achievement targets for proficiency and/or mastery. These measures either used different assessments from those used for comparable growth or use a different measure of growth or achievement for the same assessment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of students meeting target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-69% of students meeting target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students meeting target

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	AIMS Web
5	5) District, regional, or BOCES–developed assessments	APCS Developed Grade 5 Math Assessment
6	5) District, regional, or BOCES–developed assessments	AMS Developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	AMS Developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	AMS Developed Grade 8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories. Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Teacher scores for locally selected measures sub-component are based upon the degree to which student performance meets district-determined expectations for local achievement targets for proficiency and/or mastery. These measures either used different assessments from those used for comparable growth or use a different measure of growth or achievement for the same assessment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of students meeting target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-69% of students meeting target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students meeting target

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/5139/175022-rhJdBgDruP/HEDI Local for 15 Point Scale_1.doc](#)

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	AIMS Web
1	5) District, regional, or BOCES-developed assessments	APCS Developed High Frequency Word List for Grade 1
2	4) State-approved 3rd party assessments	AIMS Web
3	4) State-approved 3rd party assessments	AIMS Web

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.	An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories. Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Teacher scores for locally selected measures sub-component are based upon the degree to which student performance meets district-determined expectations for local achievement targets for proficiency and/or mastery. These measures either used different assessments from those used for comparable growth or use a different measure of growth or achievement for the same assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of students meeting target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-69% of students meeting target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students meeting target

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	AIMS Web
1	4) State-approved 3rd party assessments	AIMS Web
2	4) State-approved 3rd party assessments	AIMS Web
3	4) State-approved 3rd party assessments	AIMS Web

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.	An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories. Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Teacher scores for locally selected measures sub-component are based upon the degree to which student performance meets district-determined expectations for local achievement targets for proficiency and/or mastery. These measures either used different assessments from those used for comparable growth or use a different measure of growth or achievement for the same assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of students meeting target
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	55-69% of students meeting target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students meeting target

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	5) District, regional, or BOCES–developed assessments	AMS Developed Grade 6 Lab Skills Assessment
7	5) District, regional, or BOCES–developed assessments	AMS Developed Grade 7 Lab Skills Assessment
8	5) District, regional, or BOCES–developed assessments	AMS Developed Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories. Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Teacher scores for locally selected measures sub-component are based upon the degree to which student performance meets district-determined expectations for local achievement targets for proficiency and/or mastery. These measures either used different assessments from those used for comparable growth or use a different measure of growth or achievement for the same assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	86-100% of students meeting target

achievement for grade/subject.	
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of students meeting target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-69% of students meeting target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students meeting target

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	5) District, regional, or BOCES–developed assessments	AMS Developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	AMS Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	AMS Developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories. Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Teacher scores for locally selected measures sub-component are based upon the degree to which student performance meets district-determined expectations for local achievement targets for proficiency and/or mastery. These measures either used different assessments from those used for comparable growth or use a different measure of growth or achievement for the same assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of students meeting target

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-69% of students meeting target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students meeting target

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	5) District, regional, or BOCES–developed assessments	APHS Developed Global 9 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	APHS Developed Global 10 Assessment
American History	5) District, regional, or BOCES–developed assessments	APHS Developed US History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories. Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Teacher scores for locally selected measures sub-component are based upon the degree to which student performance meets district-determined expectations for local achievement targets for proficiency and/or mastery. These measures either used different assessments from those used for comparable growth or use a different measure of growth or achievement for the same assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of students meeting target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-69% of students meeting target

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

0-54% of students meeting target

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	5) District, regional, or BOCES–developed assessments	APHS Developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	APHS Developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	APHS Developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	APHS Developed Physics Assessment

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

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

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

An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories. Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Teacher scores for locally selected measures sub-component are based upon the degree to which student performance meets district-determined expectations for local achievement targets for proficiency and/or mastery. These measures either used different assessments from those used for comparable growth or use a different measure of growth or achievement for the same assessment.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

86-100% of students meeting target

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

70-85% of students meeting target

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for

55-69% of students meeting target

grade/subject.

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

0-54% of students meeting target

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	5) District, regional, or BOCES–developed assessments	APHS Developed Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	APHS Developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	APHS Developed Algebra 2 Assessment

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

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

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.

An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories. Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Teacher scores for locally selected measures sub-component are based upon the degree to which student performance meets district-determined expectations for local achievement targets for proficiency and/or mastery. These measures either used different assessments from those used for comparable growth or use a different measure of growth or achievement for the same assessment.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

86-100% of students meeting target

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

70-85% of students meeting target

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

55-69% of students meeting target

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

0-54% of students meeting target

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	5) District, regional, or BOCES–developed assessments	APHS Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	APHS Developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	APHS Developed Grade 11 ELA Assessment

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

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

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.	An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories. Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Teacher scores for locally selected measures sub-component are based upon the degree to which student performance meets district-determined expectations for local achievement targets for proficiency and/or mastery. These measures either used different assessments from those used for comparable growth or use a different measure of growth or achievement for the same assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of students meeting target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-69% of students meeting target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students meeting target

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.

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/5139/175022-y92vNseFa4/HEDI Local Measure Table.doc

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.

No adjustments being utilized.

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.

Local Achievement Targets (LATS) are weighted proportionally based upon the number of students included in all LATS for a single teacher. The average score across both LATS will provide one subcomponent score between 0-20 points.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, September 11, 2012

Updated Friday, October 05, 2012

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]	35
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	25

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.

Scores will be reported in whole numbers, and the scoring will be done in a manner to ensure that scores for each category will not overlap.

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.

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.	Scheduled observation must earn more than 15 points, unannounced observation must earn less than 10 points, professional responsibilities more than 4 points. Additional multiple measures must earn more than 17 points.
Effective: Overall performance and results meet NYS Teaching Standards.	Scheduled observation must earn more than 12 points, unannounced observation must earn less than 8 points, professional responsibilities more than 3 points. Additional multiple measures must earn more than 7 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Scheduled observation must earn more than 6 points, unannounced observation must earn more than 4 points, professional responsibilities more than 2 points. Additional multiple measures must earn more than 0 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Scheduled observation must earn no more than 6 points, unannounced observation must earn no more than 4 points, professional responsibilities no more than 2 points. Additional multiple measures must earn no more than 0 points.

Provide the ranges for the 60-point scoring bands.

Highly Effective	46-60
Effective	29-45
Developing	13-28
Ineffective	0-12

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	1
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Tuesday, September 11, 2012

Updated Friday, October 05, 2012

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	46-60
Effective	29-45
Developing	13-28
Ineffective	0-12

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 Tuesday, September 11, 2012

Updated Friday, October 05, 2012

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/5265/175087-Df0w3Xx5v6/Teacher Improvement Plan Worksheet_2.doc](assets/survey-uploads/5265/175087-Df0w3Xx5v6/Teacher%20Improvement%20Plan%20Worksheet_2.doc)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

PART VI

APPEALS PROCEDURES FOR TEACHERS

The purpose of the APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured employees who meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised

within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

Subject to Appeal Procedure

Any unit member wishing to appeal an APPR rating of either “ineffective or “developing” may challenge that APPR.

In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

Grounds for an Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

a) The substance of the Annual Professional Performance Review;

b) The district’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c, regulations set by the Commissioner of Education, or any locally negotiated procedures.

Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within 15 school days after the teacher has received the APPR. Notification of the appeal shall be provided to the superintendent of schools or his designee.

Decisions on Appeal

Step 1 – Conference with the supervising administrator.

The bargaining unit member shall upon request be entitled to an Association representative being present. The conference shall be an informal meeting wherein the authoring administrator and the employee are able to discuss the evaluation and the areas of dispute. Any documents or written materials that are specific to this appeal, which have not been previously shared, will be made available three (3) schooldays before this conference. The supervising administrator shall render a written decision within (3) school days. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the unit member notifying the Superintendent in writing, within five (5) school days of the receipt of the step 1 decision.

Step 2 – APPR Review Committee

The Committee make up shall be:

a) One tenured administrator, certified to conduct evaluations, appointed by the Superintendent or his/her designee. The administrator appointed shall not be the administrator who authored the evaluation.

b) One tenured teacher appointed by the President of the Association or his/her designee who may not be the appealing teacher.

The committee shall reach its finding using the consensus model. If consensus is not reached, the Committee shall write up the opposing viewpoints and submit the opposing viewpoints to the supervising administrator, the employee, the Association President, and the Superintendent. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the third step. The third step shall be initiated by the unit member notifying the Superintendent in writing, within five (5) school days of receipt of the Review Committee’s written summary.

Step 3 - Labor-Management Panel

Appeals shall be decided in a final and binding manner, by a three member labor-management panel consisting of one representative designated by the association president or his designee, one member designated by the superintendent of schools or his designee and a third member from a pre-established list. The third panel member shall be determined by rotation from the pre-established list of 20 panelists. The pre-established list shall be formed by joint agreement of the Association and the school district. Such list shall be approved by the Association and the School District by September 1 of each year.

The selection of the panel shall be completed within (5) school days. The panel shall meet within (10) school days. The panel shall have its determination within (10) school days of its meeting to discuss and determine the appeal.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The Labor-Management Panel shall have the authority to modify or affirm the rating. The entire process will be completed in a timely and expeditious manner as required by statute.

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.

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review.

Evaluator training will occur regionally in cooperation with Questar III BOCES. Training will be conducted by Questar Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. The process will require no less than five full days of training to be certified. The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.

Evaluators will be recertified on a periodic basis, to be determined by the District.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidances and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

This training for Lead Evaluators will include the following requirements:

- 1 New York State teaching Standards and ISSLC Standards*
- 1 Evidence-based observation*
- 1 Application and use of Student Growth Percentile and Value Added Growth Model data*
- 1 Application and use of the State-approved teacher or principal rubrics*
- 1 Application and use of any assessment tools used to evaluate teachers and principals*
- 1 Application and use of State-approved locally selected measures of student achievement*
- 1 Use of Statewide instructional Reporting System*
- 1 Scoring methodology used to evaluate teachers and principals*
- 1 Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.*

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system and the district's teacher practice rubric; all APPR forms; and the procedures to be followed consistent with the approved APPR plan. All training for current staff will be conducted prior to the implementation of the APPR process. Training for newly hired staff will be conducted and completed two weeks before the first observation.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

Subpart

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, September 10, 2012

Updated Friday, October 05, 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-5
6-8
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

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.	Not Applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in 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.

Not Applicable

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Updated Thursday, October 18, 2012

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-5	(d) measures used by district for teacher evaluation	District Developed ELA and mathematics Assessments, AIMS Web
6-8	(d) measures used by district for teacher evaluation	District Developed ELA and mathematics Assessments,
9-12	(d) measures used by district for teacher evaluation	District Developed ELA and mathematics Assessments

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.	An analysis of historic student performance data provided the basis for establishing the standards for the four rating categories. Academic growth goals were developed through collaborative work with local curriculum teams. Targets were reviewed and finalized utilizing student baseline data to refine expectations. Principal scores for locally selected measures sub-component are based upon the degree to which student performance meets district-determined expectations for local achievement targets for proficiency and/or mastery. These measures either used different assessments from those used for comparable growth or use a different measure of growth or achievement for the same assessment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meet target

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of students meet target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-69% of students meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students meet target

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/5366/174382-qBFVOWF7fC/HEDI Local for 15 Point Scale.doc

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Not Applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in 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.

No Controls.

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.

Local Achievement Targets (LATS) are weighted proportionally based upon the number of students included in all designated LATS for a single principal. This will provide one growth score between 0-20 points.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Monday, September 10, 2012

Updated Friday, October 05, 2012

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.

Marshall's Principal Evaluation 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]	36
---	----

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.	24
--	----

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	Checked
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	Checked

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

See Table Below. Also, the use of decimals or rounding of numbers will not be used in a manner that would cause scores for each area to overlap.

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

assets/survey-uploads/5143/174415-pMADJ4gk6R/Goal Setting and Rubrics For Principals_2.doc

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

Highly Effective: Overall performance and results exceed standards.	Building visit must earn no fewer than 33 points and other measures must equal 24 points
Effective: Overall performance and results meet standards.	Building visit must earn no fewer than 27 points and other measures must equal 17 points
Developing: Overall performance and results need improvement in order to meet standards.	Building visit must earn no fewer than 15 points and other measures must equal 7 points
Ineffective: Overall performance and results do not meet standards.	Building visit must earn less than 15 points and other measures less than 7 points

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	44-54
Developing	22-43
Ineffective	0-21

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 Tuesday, September 11, 2012

Updated Friday, October 05, 2012

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	55-60
Effective	44-54
Developing	22-43
Ineffective	0-21

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 Tuesday, September 11, 2012

Updated Friday, October 05, 2012

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/5276/174975-Df0w3Xx5v6/Principal Improvement Plan Worksheet_1.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALS PROCEDURES

Appeal Process

Ratings That May Be Appealed

Appeals of annual professional performance reviews may be brought for ratings at the ineffective and developing categories, for

tenured principals only.

Challenges in an appeal

Appeals are limited by Education Law §3012-c, as follows:

- 1) The substance of the annual professional performance review;*
- 2) The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;*
- 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 or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.*

Prohibition against more than one appeal

A principal may not file multiple appeals regarding the same performance review or principal 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 shall be on the employee to establish by the preponderance of the evidence that the rating given to the appellant was unjustified.

Time Frame for filing appeal

All appeals must be filed in writing no later than 30 calendar days of the date when the principal receives their 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 with 15 days of issuance of such plan.

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 upon written request, which shall not be unreasonably withheld.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

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 district upon written request for same. Negative inferences may be drawn from the failure of the 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 district response

Within 15 calendar days of receipt of an appeal, the 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 district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. 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 district and bargaining unit representing the principals. (list to be provided by BOCES superintendent)

The parties agree that:

- a. 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) calendar days after the hearing officer is selected.*

- b. 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.*
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;*
- d. The parties shall exchange documentary evidence and an anticipated witness list no less than five (5) business days before the scheduled hearing date;*
- e. 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, then the school district may refute the presentation, if the school district does present a case, the principal will have the right to present a rebuttal case.*

Decision

A written decision on the merits of the appeal shall be rendered 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 or BOCES' response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be a final administrative decision.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer may set aside or modify a rating. A copy of the decision shall be provided to the principal and the district or BOCES representative.

Exclusivity of Section 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 the resolution of challenges and appeals related to a professional performance review and/or improvement plan. The entire process will be completed in a timely and expeditious manner as required by statute.

OTHER

- 1) The district and bargaining unit agree that the BOCES superintendent will provide a list of hearing officers.*
- 2) Appeals shall be assigned to hearing officers on a rotational basis.*
- 3) The district and unit agree that hearing officers shall be paid no more than the BOCES current daily rate for hearing officers for the hearing date, analysis of documents, and production of the decision. This cost shall be the responsibility of the district.*
- 4) An evaluation shall not be placed in a 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 her/his right to timely file an appeal.*
- 6) This appeal process will expire on September 30, 2013. The parties agree to negotiate a successor agreement at that time.*

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.

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review.

Evaluator training will occur regionally in cooperation with Questar III BOCES. Training will be conducted by Questar Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Lead Evaluators for principals will spend no fewer than eight days being trained

in this process. The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.

Evaluators will be recertified on a periodic basis, to be determined by the District.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidances and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

This training for Lead Evaluators will include the following requirements:

- i New York State teaching Standards and ISSLC Standards*
- i Evidence-based observation*
- i Application and use of Student Growth Percentile and Value Added Growth Model data*
- i Application and use of the State-approved teacher or principal rubrics*
- i Application and use of any assessment tools used to evaluate teachers and principals*
- i Application and use of State-approved locally selected measures of student achievement*
- i Use of Statewide instructional Reporting System*
- i Scoring methodology used to evaluate teachers and principals*
- i Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.*

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system and the district's teacher practice rubric; all APPR forms; and the procedures to be followed consistent with the approved APPR plan. All training for current staff will be conducted prior to the implementation of the APPR process. Training for newly hired staff will be conducted and completed two weeks before the first observation.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
--	---------

11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
--	---------

11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked
--	---------

12. Joint Certification of APPR Plan

Created Thursday, September 06, 2012

Updated Thursday, October 18, 2012

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/5581/172830-3Uqgn5g9Iu/101812 District Certification.pdf](assets/survey-uploads/5581/172830-3Uqgn5g9Iu/101812%20District%20Certification.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.

Points Earned Percentage of students meeting target	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	94-100%	86-93%	83-85%	80-82%	76-79%	74-75%	72-73%	70-71%	67-69%	64-66%	61-63%	58-60%	55-57%	37-54%	18-36%	0-17%

86-100% of students meet target= Highly Effective 70-85% = Effective 55-69% = Developing 0-54% = Ineffective

School Visits	Ineffective	Developing	Effective	Highly Effective
Domain 1 <i>(Diagnosis and Planning)</i>	0 – 2	2.5 - 4	4.5 - 5	5.5 - 6
Domain 2 <i>(Priority Management and Communication)</i>	0 – 2	2.5 - 4	4.5 - 5	5.5 - 6
Domain 3 <i>(Curriculum and Data)</i>	0 – 2	2.5 - 4	4.5 - 5	5.5 - 6
Domain 4 <i>(Supervision, Evaluation, and Professional Development)</i>	0 – 2	2.5 - 4	4.5 - 5	5.5 - 6
Domain 5 <i>(Discipline and Parent Involvement)</i>	0 – 2	2.5 - 4	4.5 - 5	5.5 - 6
Domain 6 <i>(Management and External Relations)</i>	0 – 2	2.5 - 4	4.5 - 5	5.5 - 6

Goal Setting For Principals (Total Possible: 24 points)

- Measurable goals set collaboratively between the principals and the Superintendent. A goal will address the principal's contribution to improving teacher effectiveness. Principals will combine categories to reach a sum of 24 points. The sum of the categories may exceed 24 points, but only 24 points will be earned for purposes of evaluation.

Goal Setting Targets

- School Visits by other trained evaluators **(10)**
- Review of school documents, records and data **(10)**
- Personal Reflection on Professional Responsibilities **(4)**
- Leadership of District-wide committees/initiatives **(10)**
- Community Service: *Service to AP students outside of school day* **(10)**
- The quality and effectiveness of teacher evaluations conducted under the new evaluation system. **(10)**
- The quality and effectiveness of assessment and accountability systems that measure student progress (*e.g. student learning objectives, progress monitoring, local formative assessments*) **(10)**

- ☑ Leadership of professional development opportunities made available to the school district. **(10)**
- ☑ Other: Must address quantifiable and verifiable improvements in academic results or the school's learning environment that results from the principal's leadership and commitment to his or her professional growth. *(e.g. The quality and effectiveness of the implementation of the Dignity for All Student Act)* **(10)**

GOAL SETTING RUBRICS FOR PRINCIPALS (24 POINTS)

(10) School Visits by other trained evaluator

INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
Principal fails to participate in discussion with other trained evaluator	Principal engages in a school visit by another trained evaluator, but there is no conversation about what was observed.	Principal engages in a school visit by another trained evaluator, with a formal follow up or conversation afterward.	Principal engages in one or more school visits and reciprocates by conducting one visit. Principals record and share observations with each other and provide meaningful feedback. None of the critiques should be made public. This process is an attempt to encourage collegial feedback.

(10) Review of school documents, records and data

INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
No artifacts are available.	Principal has some data or artifacts, but does not use them to affect change.	Principal review school documents, records and data with building level team to collect feedback and shared decision making.	Principal review school documents, records and data with building level team to collect feedback and shared decision making. Principal makes

			planned changes for the following school year using the collection of artifacts and input from team.
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(4) Personal Reflection on Professional Responsibilities

INEFFECTIVE (0)	DEVELOPING (1)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
No narrative is written.	Principal writes a reflection, but it is unreadable or off topic.	Principal writes a narrative reflection, but content lacks detail and insight.	Principal engages in a significant consideration of events from the year and is able to communicate clearly how his or her year went. This may be based on various sources of feedback or from simple self reflection. Narrative is detailed and demonstrates genuine engagement in the process.

(10) Leadership of District-wide committees/initiatives

INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
Principal refuses to facilitate any meetings outside of his or her basic professional duties.	Principal agrees to facilitate a committee when asked, but does not contribute to follow up with district team.	Principal volunteers to lead a committee but does not contribute substantially to audience.	Principal volunteers to lead the committee and substantially contributes to the effective work of the committee.

(10) Community Service: Service to AP students outside of school day

INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
Principal refuses to participate in any events outside of school.	Principal attends community activities only when directed.	Principal volunteers and attends community activities.	Principal volunteers and attends community activities and make substantial contribution.

(10) The quality and effectiveness of teacher evaluations conducted under the new evaluation system. (e.g. review of a sampling of teacher evaluations)

INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
Principal does not document actual evidence in the evaluation.	Principal documents evidence but does not offer feedback to foster teacher's growth and improvement.	Principal documents evidence and offers feedback to promote teacher's growth and improvement.	Principal documents evidence and offers feedback to promote teacher's growth and improvement; including engaging in difficult conversations with specific suggestions for teachers who are struggling.

(10) The quality and effectiveness of assessment and accountability systems that measure student progress (e.g. student learning objectives, progress monitoring, local formative assessments)

INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
Principal offers no encouragement for teachers to collaborate as a team or to use data for measuring student progress.	Principal makes attempts to have teachers work as a team to develop systems that measure student progress.	Principal has teacher teams work together to develop and refine their systems that measure student progress.	Principal has teacher teams work together to develop and refine their systems that measure student progress based upon student assessment data.

(10) Leadership of professional development opportunities made available to the school district.

INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
Principal makes no effort to keep	Principal shares information with	Principal provides an overview of	Principal provides an overview of

teachers current on key topics for professional development.

individual teachers on topics for professional development.

professional development topics and opportunities for teachers to share information and best practices on a regular basis.

professional development topics and opportunities for teachers to share information and best practices on a regular basis and provides clear input on these topics to the Asst. Superintendent in order to prioritize professional development needs.

(10) Other: Must address quantifiable and verifiable improvements in academic results or the school's learning environment that results from the principal's leadership and commitment to his or her professional growth. (e.g. The quality and effectiveness of the implementation of the Dignity for All Student Act.)

INEFFECTIVE (0)

Principal does not make use of any data to measure the quality and effectiveness of the school program.

DEVELOPING (3)

Principal reviews some discipline and assessment data but does not utilize this information for outlining improvement.

EFFECTIVE (5)

Principal utilizes data from climate surveys, assessment data, and/or discipline data that measure the quality and improvement in the school program.

HIGHLY EFFECTIVE (10)

Principal utilizes data from climate surveys, assessment data, and/or discipline data that measure the quality and improvement in the school program in order to set goals for the following school year.

GROWTH

Form 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art Grade 3	District, Regional or BOCES-developed	APCSD Grade 3 Art Assessment
Art Grade 4	District, Regional or BOCES-developed	APCSD Grade 4 Art Assessment
Art Grade 5	District, Regional or BOCES-developed	APCSD Grade 5 Art Assessment
Music Grade 3	District, Regional or BOCES-developed	APCSD Grade 3 Music Assessment
Music Grade 4	District, Regional or BOCES-developed	APCSD Grade 4 Music Assessment
Music Grade 5	District, Regional or BOCES-developed	APCSD Grade 5 Music Assessment
Physical Education Grade 3	District, Regional or BOCES-developed	Fitness gram one mile run
Physical Education Grade 4	District, Regional or BOCES-developed	Fitness gram one mile run
Physical Education Grade 5	District, Regional or BOCES-developed	Fitness gram one mile run
Art Grade 6	District, Regional or BOCES-developed	AMS Grade 6 Art Assessment
Art Grade 7	District, Regional or BOCES-developed	AMS Grade 7 Art Assessment
Art Grade 8	District, Regional or BOCES-developed	AMS Grade 8 Art Assessment
FACS Grade 6	District, Regional or BOCES-developed	AMS Grade 6 FACS Assessment

FACS Grade 7	District, Regional or BOCES-developed	AMS Grade 7 FACS Assessment
Health Grade 8	District, Regional or BOCES-developed	AMS Grade 8 Health Assessment
Literacy Grade 6	District, Regional or BOCES-developed	AMS Grade 6 Literacy Assessment
Literacy Grade 7	District, Regional or BOCES-developed	AMS Grade 7 Literacy Assessment
Literacy Grade 8	District, Regional or BOCES-developed	AMS Grade 8 Literacy Assessment
LOTE Grade 6	District, Regional or BOCES-developed	AMS Grade 6 LOTE Assessment
LOTE Grade 7	District, Regional or BOCES-developed	AMS Grade 7 LOTE Assessment
LOTE Grade 8	District, Regional or BOCES-developed	AMS Grade 8 LOTE Assessment
Band Grade 6	District, Regional or BOCES-developed	AMS Grade 6 Band Assessment
Music Grade 6	District, Regional or BOCES-developed	AMS Grade 6 Music Assessment
Music Grade 7	District, Regional or BOCES-developed	AMS Grade 7 Music Assessment
Music Grade 8	District, Regional or BOCES-developed	AMS Grade 8 Music Assessment
Physical Education Grade 6	District, Regional or BOCES-developed	AMS Grade 6 Physical Education Assessment
Physical Education Grade 7	District, Regional or BOCES-developed	AMS Grade 7 Physical Education Assessment
Technology Grade 7	District, Regional or BOCES-developed	AMS Grade 7 Technology Assessment
Technology Grade 8	District, Regional or BOCES-developed	AMS Grade 8 Technology Assessment
Advanced Drawing and Painting	District, Regional or BOCES-developed	APHS Advanced Drawing and Painting Assesment

AP Biology	District, Regional or BOCES-developed	APHS AP Biology Assessment
Beginning Ceramics	District, Regional or BOCES-developed	APHS Beginning Ceramics Assessment
Beginning Painting and Drawing	District, Regional or BOCES-developed	APHS Beginning Painting and Drawing Assessment
Contemporary Math	District, Regional or BOCES-developed	APHS Contemporary Math Assessment
Design and Drawing for Production	District, Regional or BOCES-developed	APHS Design and Drawing for Production Assessment
Digital Electronics	District, Regional or BOCES-developed	APHS Digital Electronics Assessment
Economics	District, Regional or BOCES-developed	APHS Economics Assessment
Energy and Power	District, Regional or BOCES-developed	APHS Energy and Power Assessment
Environmental Science	District, Regional or BOCES-developed	APHS Environmental Science Assessment
Forensics	District, Regional or BOCES-developed	APHS Forensics Assessment
French 2	District, Regional or BOCES-developed	APHS French 2 Assessment
French 3	District, Regional or BOCES-developed	APHS French 3 Assessment
French 4	District, Regional or BOCES-developed	APHS French 4 Assessment
High School Band	District, Regional or BOCES-developed	APHS High School Band Assessment
High School Choir	District, Regional or BOCES-developed	APHS High School Choir Assessment
High School Health	District, Regional or BOCES-developed	APHS High School Health Assessment
Introduction to Engineering	District, Regional or BOCES-developed	APHS Introduction to Engineering Assessment

Japanese 1	District, Regional or BOCES-developed	APHS Japanese 1 Assessment
Military History	District, Regional or BOCES-developed	APHS Military History Assessment
Participation in Government	District, Regional or BOCES-developed	APHS Participation in Government Assessment
Physical Education Grades 9-12	District, Regional or BOCES-developed	APHS Grades 9-12 Physical Education Assessment
Spanish 2	District, Regional or BOCES-developed	APHS Spanish 2 Assessment
Spanish 3	District, Regional or BOCES-developed	APHS Spanish 3 Assessment
Spanish 4	District, Regional or BOCES-developed	APHS Spanish 4 Assessment
Studio Art	District, Regional or BOCES-developed	APHS Studio Art Assessment
Theater Arts	District, Regional or BOCES-developed	APHS Theater Arts Assessment

	Highly Effective			Effective									Developing					Ineffective			
<i>Points earned</i>	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
<i>Percentage of students meeting target</i>	95-100%	90-94%	86-89%	85%	83-84%	81-82%	79-80%	77-78%	75-76%	73-74%	71-72%	70%	67-69%	64-66%	61-63%	59-60%	57-58%	55-56%	37-54%	18-36%	0-17%
86-100% of students meet target = Highly Effective				70-85% = Effective									55-69% = Developing					0-54% Ineffective			

PRINCIPAL IMPROVEMENT PLAN WORKSHEET

Principal Improvement Plan

Name of Principal _____

School Building _____ **Academic Year** _____

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline: _____

Required and Accessible Resources:

Date(s) of formative evaluation:

Evidence of Goal Achievement:

Points Earned Percentage of students meeting target	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	94-100%	86-93%	83-85%	80-82%	76-79%	74-75%	72-73%	70-71%	67-69%	64-66%	61-63%	58-60%	55-57%	37-54%	18-36%	0-17%

86-100% of students meet target= Highly Effective 70-85% = Effective 55-69% = Developing 0-54% = Ineffective

LOCAL**Form 3.12) 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 Grade 3	District, Regional or BOCES-developed	APCSD Grade 3 Art Assessment
Art Grade 4	District, Regional or BOCES-developed	APCSD Grade 4 Art Assessment
Art Grade 5	District, Regional or BOCES-developed	APCSD Grade 5 Art Assessment
Music Grade 3	District, Regional or BOCES-developed	APCSD Grade 3 Music Assessment
Music Grade 4	District, Regional or BOCES-developed	APCSD Grade 4 Music Assessment
Music Grade 5	District, Regional or BOCES-developed	APCSD Grade 5 Music Assessment
Physical Education Grade 3	District, Regional or BOCES-developed	Fitness gram one mile run
Physical Education Grade 4	District, Regional or BOCES-developed	Fitness gram one mile run
Physical Education Grade 5	District, Regional or BOCES-developed	Fitness gram one mile run
Art Grade 6	District, Regional or BOCES-developed	AMS Grade 6 Art Assessment
Art Grade 7	District, Regional or BOCES-developed	AMS Grade 7 Art Assessment
Art Grade 8	District, Regional or BOCES-developed	AMS Grade 8 Art Assessment
FACS Grade 6	District, Regional or BOCES-developed	AMS Grade 6 FACS Assessment

FACS Grade 7	District, Regional or BOCES-developed	AMS Grade 7 FACS Assessment
Health Grade 8	District, Regional or BOCES-developed	AMS Grade 8 Health Assessment
Literacy Grade 6	District, Regional or BOCES-developed	AMS Grade 6 Literacy Assessment
Literacy Grade 7	District, Regional or BOCES-developed	AMS Grade 7 Literacy Assessment
Literacy Grade 8	District, Regional or BOCES-developed	AMS Grade 8 Literacy Assessment
LOTE Grade 6	District, Regional or BOCES-developed	AMS Grade 6 LOTE Assessment
LOTE Grade 7	District, Regional or BOCES-developed	AMS Grade 7 LOTE Assessment
LOTE Grade 8	District, Regional or BOCES-developed	AMS Grade 8 LOTE Assessment
Band Grade 6	District, Regional or BOCES-developed	AMS Grade 6 Band Assessment
Music Grade 6	District, Regional or BOCES-developed	AMS Grade 6 Music Assessment
Music Grade 7	District, Regional or BOCES-developed	AMS Grade 7 Music Assessment
Music Grade 8	District, Regional or BOCES-developed	AMS Grade 8 Music Assessment
Physical Education Grade 6	District, Regional or BOCES-developed	AMS Grade 6 Physical Education Assessment
Physical Education Grade 7	District, Regional or BOCES-developed	AMS Grade 7 Physical Education Assessment
Technology Grade 7	District, Regional or BOCES-developed	AMS Grade 7 Technology Assessment
Technology Grade 8	District, Regional or BOCES-developed	AMS Grade 8 Technology Assessment
Advanced Drawing and Painting	District, Regional or BOCES-developed	APHS Advanced Drawing and Painting Assesment

AP Biology	District, Regional or BOCES-developed	APHS AP Biology Assessment
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Beginning Painting and Drawing	District, Regional or BOCES-developed	APHS Beginning Painting and Drawing Assessment
Contemporary Math	District, Regional or BOCES-developed	APHS Contemporary Math Assessment
Design and Drawing for Production	District, Regional or BOCES-developed	APHS Design and Drawing for Production Assessment
Digital Electronics	District, Regional or BOCES-developed	APHS Digital Electronics Assessment
Economics	District, Regional or BOCES-developed	APHS Economics Assessment
Energy and Power	District, Regional or BOCES-developed	APHS Energy and Power Assessment
Environmental Science	District, Regional or BOCES-developed	APHS Environmental Science Assessment
Forensics	District, Regional or BOCES-developed	APHS Forensics Assessment
French 2	District, Regional or BOCES-developed	APHS French 2 Assessment
French 3	District, Regional or BOCES-developed	APHS French 3 Assessment
French 4	District, Regional or BOCES-developed	APHS French 4 Assessment
High School Band	District, Regional or BOCES-developed	APHS High School Band Assessment
High School Choir	District, Regional or BOCES-developed	APHS High School Choir Assessment
High School Health	District, Regional or BOCES-developed	APHS High School Health Assessment
Introduction to Engineering	District, Regional or BOCES-developed	APHS Introduction to Engineering Assessment

Japanese 1	District, Regional or BOCES-developed	APHS Japanese 1 Assessment
Military History	District, Regional or BOCES-developed	APHS Military History Assessment
Participation in Government	District, Regional or BOCES-developed	APHS Participation in Government Assessment
Physical Education Grades 9-12	District, Regional or BOCES-developed	APHS Grades 9-12 Physical Education Assessment
Spanish 2	District, Regional or BOCES-developed	APHS Spanish 2 Assessment
Spanish 3	District, Regional or BOCES-developed	APHS Spanish 3 Assessment
Spanish 4	District, Regional or BOCES-developed	APHS Spanish 4 Assessment
Studio Art	District, Regional or BOCES-developed	APHS Studio Art Assessment
Theater Arts	District, Regional or BOCES-developed	APHS Theater Arts Assessment

	Highly Effective			Effective									Developing					Ineffective			
<i>Points earned</i>	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
<i>Percentage of students meeting target</i>	95-100%	90-94%	86-89%	85%	83-84%	81-82%	79-80%	77-78%	75-76%	73-74%	71-72%	70%	67-69%	64-66%	61-63%	59-60%	57-58%	55-56%	37-54%	18-36%	0-17%
	86-100% of students meet target = Highly Effective						70-85% = Effective						55-69% = Developing					0-54% Ineffective			

TEACHER IMPROVEMENT PLAN WORKSHEET

NAME _____ BLDG. _____ GR/SUB _____ DATE _____

Domain/Elements identified for improvement; Performance Goals	Action Steps	Support/Resources Provided	Who is responsible? Teacher Responsibilities/ Administrator or Supervisor Responsibilities	Evidence that will show growth towards identified goals/ success indicators	Timeline <i>(for goal completion as well as periodic meeting times to assess progress)</i>

Teacher Comments:

Administrator/Supervisor Comments:

Teacher's Signature

Date

Administrator's/Supervisor's Signature

Date

TEACHER IMPROVEMENT EVALUATION SHEET

NAME _____ BLDG. _____ GR/SUB _____ EVALUATION DATE _____

Domain/Elements; Performance Goals	Action Steps	Support/Resources Provided	Progress towards goal/ evidence/ success indicators	Goal Accomplished	Date

Teacher Comments:

Administrator/Supervisor Comments:

Teacher's Signature

Date

Administrator's/Supervisor's Signature

Date

Classroom Observations (30 points)

Each teacher will be formally observed by a trained evaluator for two separate classroom sessions. Each session will be 30-60 minutes in duration.

1. One observation will be pre-planned and scheduled at a time of mutual convenience for the teacher and the evaluator. The teacher and evaluator will prepare for the observation beginning with a pre-conference discussion 2-3 school days prior to the visit. The teacher will complete a pre-conference form and bring it to the pre-conference meeting. (This is included as Form #2 in Appendix.) The scheduled observation will be based on point allocation of a possible 18 points as outlined in the chart below.

Scheduled Observation	Ineffective	Developing	Effective	Highly Effective
Domain 1 (Planning)	0 - 2	2.5 - 4	4.5 - 5	5.5 - 6
Domain 2 (Environment)	0 - 2	2.5 - 4	4.5 - 5	5.5 - 6
Domain 3 (Instruction)	0 - 2	2.5 - 4	4.5 - 5	5.5 - 6

2. One session will be unannounced and no preconference discussion will be included. The unannounced observation will be based on point allocation of a possible 12 points as outlined on the chart below.

Unannounced Observation	Ineffective	Developing	Effective	Highly Effective
Domain 1 (Planning)	0	0 - .5	1 - 1.5	2
Domain 2 (Environment)	0 - 2	2.5 - 3	3.5 - 4	4.5 - 5
Domain 3 (Instruction)	0 - 2	2.5 - 3	3.5 - 4	4.5 - 5

Every observation will be followed by a post observation conference to be conducted within 5 school days. The teacher will complete a post observation feedback form and submit it to the evaluator within 2 school days of the observation. (This is included as Form #3 in Appendix.) The evaluator will bring a completed post observation summary for discussion to the conference. (This is included as Form #4 in Appendix.)

The evaluator will certify the summary at the post observation conference and share the points earned through the Teacher practice rubric. The teacher will receive a copy of the completed summary.

Professional Responsibilities (5 points)

Domain Four of the Danielson Frameworks will be used to evaluate the components of practice beyond classroom interactions with students. These components are broadly defined as “professional responsibilities” and include teacher reflection, maintaining accurate records, communication with families, contributions to school and district, professional growth, advocacy, and collaboration with colleagues.

Each teacher will complete a written reflection summary (included as Form #5 in Appendix). This reflection on domain 4 components will be submitted to the evaluator no later than May 15th. The evaluator will review the reflection form and any evidence/artifacts collected over the school year to determine the number of points earned (out of a possible 5 points) based on the Danielson Frameworks Domain 4 rubric as outlined on the chart below.

Domain 4 (Professional Responsibilities)	Ineffective	Developing	Effective	Highly Effective
	0 - 2	2.5 - 3	3.5 - 4	4.5 - 5

Additional Multiple Measures (25 points)

[September-May]

These measures are to be used to establish a teacher's contribution to the community and dedication to his or her profession. Teachers should choose categories in which they feel they can be highly effective. These measures encourage teachers to engage in their jobs meaningfully and effectively. Teachers and

administrators should use these measures as a tool to encourage participation leading to full credit whenever possible. Teachers will combine categories to reach a sum of 25 points. The sum of the categories may exceed 25 points but only 25 points will be earned for purposes of evaluation. The choices of categories will be documented in the teacher's professional plan that is established at the beginning of the school year. The evidence of completion of "additional measures" will be submitted by the teacher to the evaluator no later than May 15th. The rubrics and point allocations for additional measures are summarized in the chart below.

Additional Multiple Measures

Total Possible: 25 points

- Observation by peer coach **(10)**
- Student Feedback from a State-Approved survey tools **(5)**
- Parent Feedback from a State-Approved survey tools **(5)**
- Structured review of lesson plans **(10)**
- Student portfolios and/or other teaching artifacts **(10)**
- Goal Setting **(5)**
- Personal Reflection: Narrative **(5)**
- Video with Personal Reflection **(10)**
- Committees **(10)**
- Community Service: Service to AP students outside of school day **(10)**

ADDITIONAL MULTIPLE MEASURES (25 POINTS)

(10) Observation by peer coach

INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
Teacher fails to make any observation of any other teacher's class.	Teacher engages in an observation of another teacher's class, but there is no conversation about what was learned.	Teacher engages in an observation of another class, but there is no formal follow up or conversation afterward.	Teacher engages in one or more observation(s) of a colleague(s) and reciprocates by allowing another teacher to observe him or her. Teachers record and share observations with each other and provide meaningful feedback. None of the critiques should be made public or even shown to administrators. This process is an attempt to encourage collegial feedback, not to make evaluations that effect a teacher's rating.

(10) Structured review of unit plans

INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
No lesson plans are available for an administrator.	Teacher hands in incomplete lesson plans or lesson plans that cannot be evaluated.	Administrator reviews the lesson plans, but no conversation ensues. Criteria for evaluation is left up to the administrator.	Lesson plans are reviewed by an administrator and evaluated by a criteria agreed upon by both administrator and teacher. A productive conversation ensues based on the review, leading to effective suggestions for changes in instruction.

(10) Student Portfolios and/or other teaching artifacts

INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
No artifacts are available.	Teacher has some portfolios or artifacts, but does not use them for anything in particular.	Teacher collects some portfolios/artifacts from some students to use as exemplars.	Teacher collects portfolios/artifacts from all students from at least one activity during the year and can demonstrate exemplary examples of the assignment.

(10) Video with personal reflection

INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
No video is available.	Teacher creates a video that is of poor quality and which cannot be used for self reflection. NO written document is turned in.	Teacher creates a video but does not establish any goals per se with the video. A written document is turned in with the video, but it is incomplete or off topic.	Teacher creates a video recording that is useful for him or her to use to critique his or her style and habits. Teacher uses the video to establish new goals for the coming year and writes out the observations/conclusions with the video.

(10) Committee participation

INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
Teacher refuses to attend any meetings outside of his or her basic professional duties.	Teacher agrees to participate in a committee when asked, but does not contribute or attend regularly	Teacher volunteers to participate in a committee but does not attend regularly and does not contribute substantially.	Teacher volunteers to participate in at least one committee and substantially contributes to the effective work of the committee.

(10) Community Service to Averill Park Students

INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
Teacher refuses to participate in any events outside of school.	Teacher agrees to participate in one activity and only under duress.	Teacher volunteers to participate in activities but only rarely, and only when asked.	Teacher engages in a substantial activity involving students such as but not exclusively: coaching, advising clubs, chaperoning, directing plays or musicals, food drives, poetry readings, <i>etc.</i>

(5) Student Feedback from a State-approved survey tool

INEFFECTIVE (0)	DEVELOPING (1)	EFFECTIVE (3)	HIGHLY EFFECTIVE (5)
No surveys are handed out to any students.	Teacher creates his or her own survey and hands it out to a select group of students. Nothing concrete is done with the results.	Surveys are handed out to some (but not a majority of) students. Some consideration is made about how to change instruction, but nothing concrete is established.	Surveys are given to a large majority of a teacher's students so that the teacher gleans a wide variety of responses. Teacher uses the surveys to adjust teaching techniques, <i>etc.</i> for the following year.

(5) Parent feedback from a State-approved survey tool

INEFFECTIVE (0)	DEVELOPING (1)	EFFECTIVE (3)	HIGHLY EFFECTIVE (5)
No surveys are handed out to any parents.	Teacher creates his or her own survey and hands it out to a select group of parents. Nothing is done with the results.	Surveys are handed out to some, but not a majority of, parents. Some consideration is made about how to change instruction, but nothing concrete comes of the results.	Surveys are given to a majority of a teacher's parents so that a wide variety of responses are gleaned. Teacher uses the surveys to adjust teaching techniques, etc. for the following year.

(5) Goal setting

INEFFECTIVE (0)	DEVELOPING (1)	EFFECTIVE (3)	HIGHLY EFFECTIVE (5)
No goals are set or considered.	Establishes vague goals for the coming year.	Teacher establishes a vague but workable goal for the next year based on at least one source of feedback.	Teacher establishes clear goals for the next year based on consideration of various sources of feedback.

(5) Personal Reflection: Narrative

INEFFECTIVE (0)	DEVELOPING (1)	EFFECTIVE (3)	HIGHLY EFFECTIVE (5)
No narrative is written.	Teacher writes a reflection, but it is unreadable or off topic.	Teacher writes a narrative reflection, but the details are sketchy and conclusions are nebulous.	Teacher engages in a significant consideration of events from the year and is able to communicate clearly how his or her year went. This may be based on various sources of feedback or from simple self reflection. Narrative is detailed and demonstrates genuine engagement in the process.

Summative Evaluation

[June/August]

The summative evaluation includes the teacher’s annual rating of effectiveness and the rationale supporting the rating. Both areas of strength and areas in need of improvement should be identified and specific recommendations made to improve effectiveness. The summative evaluation will be based on all of the evidence of effective teaching practice and the measures of student growth and achievement. (The summative evaluation form is included as Form #6 in the Appendix.)

HEDI Rating	Growth Measures (20 points)	Local Assessments (20 points)	Classroom Observations (60 Points)	Composite Score
Highly Effective	18-20	18-20	Ranges listed	91-100
Effective	9-17	9-17	Ranges listed	75-90
Developing	3-8	3-8	Ranges listed	65-74
Ineffective	0-2	0-2	Ranges listed	0-64

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.

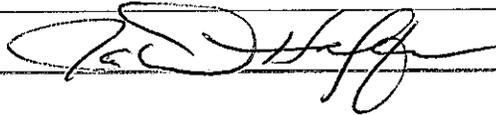
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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)

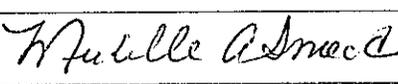
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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

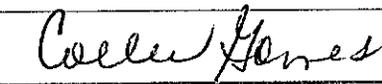
Superintendent Signature: Date:

 10/18/12

Teachers Union President Signature: Date:

 10/18/12

Administrative Union President Signature: Date:

 10/18/2012

Board of Education President Signature: Date:

 10/18/12