



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

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

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November 4, 2014

Revised

Daniel Mannix, Superintendent
Beekmantown Central School District
37 Eagle Way
West Chazy, NY 12992

Dear Superintendent Mannix:

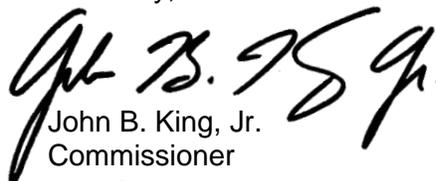
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Dr. Mark Davey

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Friday, October 03, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 090301060000

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

090301060000

1.2) School District Name: BEEKMANTOWN CSD

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

Beekmantown CSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Tuesday, October 21, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

For Grades K-2: Teachers will be assigned the NY State provided building wide growth score.

For Grade 3: Students will be given a pre-test at the beginning of the year to establish a baseline. Using the data individual growth targets will be assigned to each teacher's students by the principal. HEDI points will be allocated by the principal based on the percentage of students meeting or exceeding growth

targets.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points- 94-100% of students meet or exceed target 19 points – 88-93% of students meet or exceed target 18 points – 82-87% of students meet or exceed target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points – 80-81% of students meet or exceed target 16 points – 77-79% of the students meet or exceed target 15 points – 74-76% of students meet or exceed target 14 points – 71-73% of students meet or exceed target 13 points – 68-70% of students meet or exceed target 12 points – 65-67% of students meet or exceed target 11 points – 61-64% of students meet or exceed target 10 points – 58-60% of students meet or exceed target 9 points – 55-57% of students meet or exceed target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points – 51-54% of students meet or exceed target 7 points – 47-50% of students meet or exceed target 6 points – 42-46% of students meet or exceed target 5 points – 38-41% of students meet or exceed target 4 points – 35-37% of students meet or exceed target 3 points – 31-34% of students meet or exceed target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points 28-30% of students meet or exceed target 1 point 25-27% of students meet or exceed target 0 <25% of students meet or exceed 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grades K-2: Teachers will be assigned the NY State provided building wide growth score. For Grade 3: Students will be given a pre-test at the beginning
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of the year to establish a baseline. Using the data individual growth targets will be assigned to each teacher's students by the principal. HEDI points will be allocated by the principal based on the percentage of students meeting or exceeding growth targets

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points- 94-100% of students meet or exceed target 19 points – 88-93% of students meet or exceed target 18 points – 82-87% of students meet or exceed target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points – 80-81% of students meet or exceed target 16 points – 77-79% of the students meet or exceed target 15 points – 74-76% of students meet or exceed target 14 points – 71-73% of students meet or exceed target 13 points – 68-70% of students meet or exceed target 12 points – 65-67% of students meet or exceed target 11 points – 61-64% of students meet or exceed target 10 points – 58-60% of students meet or exceed target 9 points – 55-57% of students meet or exceed target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points – 51-54% of students meet or exceed target 7 points – 47-50% of students meet or exceed target 6 points – 42-46% of students meet or exceed target 5 points – 38-41% of students meet or exceed target 4 points – 35-37% of students meet or exceed target 3 points – 31-34% of students meet or exceed target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points 28-30% of students meet or exceed target 1 point 25-27% of students meet or exceed target 0 <25% of students meet or exceed 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	Beekmantown District developed 6th grade science assessment
7	District, regional or BOCES-developed assessment	Beekmantown developed grade 7 Life Science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-test at the beginning of the year to establish a baseline. Using the data individual growth targets will be assigned to a each teacher's students by the principal. HEDI points will be allocated by a teacher based on the percentage of students schoolwide meeting or exceeding growth
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targets.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points- 94-100% of students meet or exceed target 19 points – 88-93% of students meet or exceed target 18 points – 82-87% of students meet or exceed target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points – 80-81% of students meet or exceed target 16 points – 77-79% of the students meet or exceed target 15 points – 74-76% of students meet or exceed target 14 points – 71-73% of students meet or exceed target 13 points – 68-70% of students meet or exceed target 12 points – 65-67% of students meet or exceed target 11 points – 61-64% of students meet or exceed target 10 points – 58-60% of students meet or exceed target 9 points – 55-57% of students meet or exceed target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points – 51-54% of students meet or exceed target 7 points – 47-50% of students meet or exceed target 6 points – 42-46% of students meet or exceed target 5 points – 38-41% of students meet or exceed target 4 points – 35-37% of students meet or exceed target 3 points – 31-34% of students meet or exceed target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points 28-30% of students meet or exceed target 1 point 25-27% of students meet or exceed target 0 <25% of students meet or exceed 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	Beekmantown District developed Grade 6 social studies assessment
7	District, regional or BOCES-developed assessment	Beekmantown District developed Grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	Beekmantown District developed Grade 8 social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-test at the beginning of the year to establish a baseline. Using the data individual growth targets will be assigned to a each teacher's students by the principal. HEDI points will be allocated by a teacher based on the percentage of students schoolwide meeting or exceeding growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points- 94-100% of students meet or exceed target 19 points – 88-93% of students meet or exceed target 18 points – 82-87% of students meet or exceed target

Effective (9 - 17 points) Results meet District goals for similar students.	17 points – 80-81% of students meet or exceed target 16 points – 77-79% of the students meet or exceed target 15 points – 74-76% of students meet or exceed target 14 points – 71-73% of students meet or exceed target 13 points – 68-70% of students meet or exceed target 12 points – 65-67% of students meet or exceed target 11 points – 61-64% of students meet or exceed target 10 points – 58-60% of students meet or exceed target 9 points – 55-57% of students meet or exceed target
Developing (3 - 8 points) Results are below District goals for similar students.	8 points – 51-54% of students meet or exceed target 7 points – 47-50% of students meet or exceed target 6 points – 42-46% of students meet or exceed target 5 points – 38-41% of students meet or exceed target 4 points – 35-37% of students meet or exceed target 3 points – 31-34% of students meet or exceed target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points 28-30% of students meet or exceed target 1 point 25-27% of students meet or exceed target 0 <25% of students meet or exceed 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	Beekmantown District developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a rigorous and comparable pre-test at the beginning of the year to establish a baseline. The same assessment will be administered across all classrooms in the same course. Class-wide growth targets will be set based on pre-assessment results and prior academic performance of the students assigned to the teacher. The targets will be set by the teacher with approval needed by the principal. This prior performance will be the baseline and will be compared to the Regents assessment score or the District developed assessment to determine growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points- 94-100% of students meet or exceed target 19 points – 88-93% of students meet or exceed target 18 points – 82-87% of students meet or exceed target

Effective (9 - 17 points) Results meet District goals for similar students.	17 points – 80-81% of students meet or exceed target 16 points – 77-79% of the students meet or exceed target 15 points – 74-76% of students meet or exceed target 14 points – 71-73% of students meet or exceed target 13 points – 68-70% of students meet or exceed target 12 points – 65-67% of students meet or exceed target 11 points – 61-64% of students meet or exceed target 10 points – 58-60% of students meet or exceed target 9 points – 55-57% of students meet or exceed target
Developing (3 - 8 points) Results are below District goals for similar students.	8 points – 51-54% of students meet or exceed target 7 points – 47-50% of students meet or exceed target 6 points – 42-46% of students meet or exceed target 5 points – 38-41% of students meet or exceed target 4 points – 35-37% of students meet or exceed target 3 points – 31-34% of students meet or exceed target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points 28-30% of students meet or exceed target 1 point 25-27% of students meet or exceed target 0 <25% of students meet or exceed 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a rigorous and comparable pre-test at the beginning of the year to establish a baseline. The same assessment will be administered across all classrooms in the same course. Class-wide growth targets will be set based on pre-assessment results and prior academic performance of the students assigned to the teacher. The targets will be set by the teacher with approval needed by the principal. This prior performance will be the baseline and will be compared to the Regents assessment score or the District developed assessment to determine growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points- 94-100% of students meet or exceed target 19 points – 88-93% of students meet or exceed target 18 points – 82-87% of students meet or exceed target
Effective (9 - 17 points) Results meet District goals for similar students.	17 points – 80-81% of students meet or exceed target 16 points – 77-79% of the students meet or exceed target 15 points – 74-76% of students meet or exceed target

14 points – 71-73% of students meet or exceed target
 13 points – 68-70% of students meet or exceed target
 12 points – 65-67% of students meet or exceed target
 11 points – 61-64% of students meet or exceed target
 10 points – 58-60% of students meet or exceed target
 9 points – 55-57% of students meet or exceed target

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

8 points – 51-54% of students meet or exceed target
 7 points – 47-50% of students meet or exceed target
 6 points – 42-46% of students meet or exceed target
 5 points – 38-41% of students meet or exceed target
 4 points – 35-37% of students meet or exceed target
 3 points – 31-34% of students meet or exceed target

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

2 points 28-30% of students meet or exceed target
 1 point 25-27% of students meet or exceed target
 0 <25% of students meet or exceed 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
Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

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

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

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

Students will be given a rigorous and comparable pre-test at the beginning of the year to establish a baseline. The same assessment will be administered across all classrooms in the same course. Class-wide growth targets will be set based on pre-assessment results and prior academic performance of the students assigned to the teacher. The targets will be set by the teacher with approval needed by the principal. This prior performance will be the baseline and will be compared to the Regents assessment score or the District developed assessment to determine growth. Students in Common Core courses will take a Common Core Regents Exam. In the event that a student takes a non Common Core Regents Exam the teacher will use the higher of the two scores for the purpose of APPR scoring.

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

20 points- 94-100% of students meet or exceed target
 19 points – 88-93% of students meet or exceed target
 18 points – 82-87% of students meet or exceed target

Effective (9 - 17 points) Results meet District goals for similar students.	17 points – 80-81% of students meet or exceed target 16 points – 77-79% of the students meet or exceed target 15 points – 74-76% of students meet or exceed target 14 points – 71-73% of students meet or exceed target 13 points – 68-70% of students meet or exceed target 12 points – 65-67% of students meet or exceed target 11 points – 61-64% of students meet or exceed target 10 points – 58-60% of students meet or exceed target 9 points – 55-57% of students meet or exceed target
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points 28-30% of students meet or exceed target 1 point 25-27% of students meet or exceed target 0 <25% of students meet or exceed 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	Beekmantown District Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Beekmantown District Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a rigorous and comparable pre-test at the beginning of the year to establish a baseline. The same assessment will be administered across all classrooms in the same course. Class-wide growth targets will be set based on pre-assessment results and prior academic performance of the students assigned to the teacher. The targets will be set by the teacher with approval needed by the principal. This prior performance will be the baseline and will be compared to the Regents assessment score or the District developed assessment to determine growth. Beginning in 2015-16 students will only take the Common Core Regents Exam.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points- 94-100% of students meet or exceed target 19 points – 88-93% of students meet or exceed target 18 points – 82-87% of students meet or exceed target
Effective (9 - 17 points) Results meet District goals for similar students.	17 points – 80-81% of students meet or exceed target 16 points – 77-79% of the students meet or exceed target 15 points – 74-76% of students meet or exceed target 14 points – 71-73% of students meet or exceed target 13 points – 68-70% of students meet or exceed target 12 points – 65-67% of students meet or exceed target 11 points – 61-64% of students meet or exceed target 10 points – 58-60% of students meet or exceed target 9 points – 55-57% of students meet or exceed target
Developing (3 - 8 points) Results are below District goals for similar students.	8 points – 51-54% of students meet or exceed target 7 points – 47-50% of students meet or exceed target 6 points – 42-46% of students meet or exceed target 5 points – 38-41% of students meet or exceed target 4 points – 35-37% of students meet or exceed target 3 points – 31-34% of students meet or exceed target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points 28-30% of students meet or exceed target 1 point 25-27% of students meet or exceed target 0 <25% of students meet or exceed target

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
Spanish 8	District, Regional or BOCES-developed	CEWW BOCES regionally developed course specific Spanish 8 assessment
French 8	District, Regional or BOCES-developed	CEWW BOCES regionally developed course specific French 8 assessment
Spanish	District, Regional or BOCES-developed	CEWW BOCES regionally developed course specific Spanish 3 assessment
French	District, Regional or BOCES-developed	CEWW BOCES regionally developed course specific French 3 assessment
Studio in Art	District, Regional or BOCES-developed	BCSD developed grade and course specific assessment
All other teachers not named above	District, Regional or BOCES-developed	BCSD developed grade and course specific assessment
4-8 ELA and Math	State Assessment	4-8 ELA and Math State Assessment

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

assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a rigorous and comparable pre-test at the beginning of the year to establish a baseline. The same assessment will be administered across all classrooms in the same course. Class-wide growth targets will be set based on pre-assessment results and prior academic performance of the students assigned to the teacher. The targets will be set by the teacher with approval needed by the principal. This prior performance will be the baseline and will be compared to the Regents/ 4-8 State assessment score, BOCES assessment score or the District developed assessment to determine growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points- 94-100% of students meet or exceed target 19 points – 88-93% of students meet or exceed target 18 points – 82-87% of students meet or exceed target
Effective (9 - 17 points) Results meet District goals for similar students.	17 points – 80-81% of students meet or exceed target 16 points – 77-79% of the students meet or exceed target 15 points – 74-76% of students meet or exceed target 14 points – 71-73% of students meet or exceed target 13 points – 68-70% of students meet or exceed target 12 points – 65-67% of students meet or exceed target 11 points – 61-64% of students meet or exceed target 10 points – 58-60% of students meet or exceed target 9 points – 55-57% of students meet or exceed target
Developing (3 - 8 points) Results are below District goals for similar students.	8 points – 51-54% of students meet or exceed target 7 points – 47-50% of students meet or exceed target 6 points – 42-46% of students meet or exceed target 5 points – 38-41% of students meet or exceed target 4 points – 35-37% of students meet or exceed target 3 points – 31-34% of students meet or exceed target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points 28-30% of students meet or exceed target 1 point 25-27% of students meet or exceed target 0 <25% of students meet or exceed target

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/1416119-TXEttx9bQW/2.11.pdf

2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior academic history,

students with disabilities, English language learners, and students in poverty.

Refer to chart 2.11

The scores of students in these subcategories (SWD, ELL, & Poverty) are disproportionately affected by these mitigating variables. This chart serves to accommodate for these variables and support our district goal to increase student achievement.

Whenever possible it is district policy to assign students to teacher rosters in such ways as to create balance among all student subcategories and populations.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances	Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances	Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances	Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances	Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances	Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances	Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances	Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances	Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances	Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
2.14) Assurances	Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
2.14) Assurances	Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, October 21, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	4) State-approved 3rd party assessments	STAR Reading Enterprise
7	4) State-approved 3rd party assessments	STAR Reading Enterprise
8	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.	HEDI points will be allocated to teachers in grades 4-8 based upon the percentage of students who make one year’s growth (defined as at least 10 months), or are at or above grade level at years end on STAR Reading Enterprise. Please see attachment 3.3 for Star Reading Enterprise and Star Math Enterprise Conversion Scale.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment 3.3

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment 3.3

3.2) Grades 4-8 Math

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

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

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.	HEDI points will be allocated to teachers in grades 4-8 based upon the percentage of students who make one year's growth (defined as at least 10 months), or are at or above grade level at years end on STAR Math Enterprise. Please see attachment 3.3 for Star Reading Enterprise and Star Math Enterprise Conversion Scale.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment 3.3

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1416120-rhJdBgDruP/HEDI Conversion Chart 3.3 3-8 STAR Hedi Conversion Scale (20 Point and 15 Point) with 25 20 Conversion Appendix C2- new.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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	BCSD developed grade and subject area assessment (same assessment for both ELA and Math)
1	5) District, regional, or BOCES–developed assessments	BCSD developed grade and subject area assessment (same assessment for both ELA and Math)
2	5) District, regional, or BOCES–developed assessments	BCSD developed grade and subject area assessment (same assessment for both ELA and Math)
3	9) Grades 3 and up: State-approved 3rd party assessments	STAR Reading Enterprise

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.	For K-2 students, a targeted individual reading level will be determined by the classroom teacher and approved by the building principal or director of special service through a leveled reading pre-assessment to determine an achievable targeted growth. For students who aren't able to achieve a level A on the pre-assessment, the Wilson Foundations Placement Inventory or an alternative placement inventory will be used to determine a targeted growth. The percentages in 3.13 reflect the number of students who make three levels of growth on the post-assessment at year's end or who are at or above grade level at year's end. For students receiving AIS services or students who have IEPs, the targeted individual growths may be adjusted by teachers in agreement with the Director of Special Services or building principal prior to the end of November. 3rd Party vendor STAR Reading Enterprise will be used for grade 3 by utilizing the vendor provided target of one year's growth.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment 3.13 for Grades K-2 Refer to attachment 3.3 for Grade 3
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment 3.13 for Grades K-2 Refer to attachment 3.3 for Grade 3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment 3.13 for Grades K-2 Refer to attachment 3.3 for Grade 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment 3.13 for Grades K-2 Refer to attachment 3.3 for Grade 3

3.5) Grades K-3 Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	BCSD developed grade and subject area assessment (same assessment for both ELA and Math)
1	5) District, regional, or BOCES–developed assessments	BCSD developed grade and subject area assessment (same assessment for both ELA and Math)
2	5) District, regional, or BOCES–developed assessments	BCSD developed grade and subject area assessment (same assessment for both ELA and Math)
3	9) Grades 3 and up: State-approved 3rd party assessments	STAR Math

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.	For K-2 students, a targeted individual reading level will be determined by the classroom teacher and approved by the building principal or director of special service through a leveled reading pre-assessment to determine an achievable targeted growth. For students who aren't able to achieve a level A on the pre-assessment, the Wilson Foundations Placement Inventory or an alternative placement inventory will be used to determine a targeted growth. The percentages 3.13 reflect the number of students who make three levels of growth on the post-assessment at year's end or who are at or above grade level at year's end. For students receiving AIS services or students who have IEPs, the targeted individual growths may be adjusted by teachers in agreement with the Director of Special Services or building principal prior to the end of November. 3rd Party vendor STAR Math will be used for grade 3 by utilizing the vendor provided target of one year's growth.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment 3.13 for Grades K-2 Refer to attachment 3.3 for Grade 3
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment 3.13 for Grades K-2 Refer to attachment 3.3 for Grade 3
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment 3.13 for Grades K-2 Refer to attachment 3.3 for Grade 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment 3.13 for Grades K-2 Refer to attachment 3.3 for Grade 3

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(i) School-wide measure based on State-provided measure	Grades 6-8 ELA and Math State Assessment
7	6(i) School-wide measure based on State-provided measure	Grades 6-8 ELA and Math State Assessment
8	6(i) School-wide measure based on State-provided measure	Grades 6-8 ELA and Math State 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.	Grades 6-8 Science teachers will receive the State provided building growth score comprised of the ELA and Math State Assessments for the current school year.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload for conversion chart for state provided growth score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload for conversion chart for state provided growth score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload for conversion chart for state provided growth score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload for conversion chart for state provided growth score.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(i) School-wide measure based on State-provided measure	Grades 6-8 ELA and Math State Assessment
7	6(i) School-wide measure based on State-provided measure	Grades 6-8 ELA and Math State Assessment
8	6(i) School-wide measure based on State-provided measure	Grades 6-8 ELA and Math State 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.	Grades 6-8 Social Studies teachers will receive the State provided building growth score comprised of the ELA and Math State Assessments for the current school year.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload for conversion chart for state provided growth score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload for conversion chart for state provided growth score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload for conversion chart for state provided growth score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload for conversion chart for state provided growth score.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Regents assessments in Global, Living Environment, Comprehensive ELA, US history, Integrated Algebra and/or the Common Core Assessment
Global 2	6(ii) School wide measure computed locally	Regents assessments in Global, Living Environment, Comprehensive ELA, US history, Integrated Algebra and/or the Common Core Assessment
American History	6(ii) School wide measure computed locally	Regents assessments in Global, Living Environment, Comprehensive ELA, US history, Integrated Algebra and/or the Common Core 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.	HEDI points will be allocated to all high school teachers based on the percent of students scoring 65 or better (or 55 or better for SWD and ELLs) on the applicable Regents Exams. The percentage of students meeting target on each Regents will be averaged equally. For Algebra the district will use the higher of the two scores when calculating APPR scores.
---	--

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

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Regents assessments in Global, Living Environment,, Comprehensive ELA, US history, Integrated Algebra and/or the Common Core Assessment
Earth Science	6(ii) School wide measure computed locally	Regents assessments in Global, Living Environment, Comprehensive ELA, US history, Integrated Algebra and/or the Common Core Assessment
Chemistry	6(ii) School wide measure computed locally	Regents assessments in Global, Living Environment, Comprehensive ELA, US history, Integrated Algebra and/or the Common Core Assessment
Physics	6(ii) School wide measure computed locally	Regents assessments in Global, Living Environment, Comprehensive ELA, US history, Integrated Algebra and/or the Common Core 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.	HEDI points will be allocated to all high school teachers based on the percent of students scoring 65 or better (or 55 or better for SWD and ELLs) on the applicable Regents Exams. The percentage of students meeting target on each Regents will be averaged equally. For Algebra the district will use the higher of the two scores when calculating APPR scores.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload for conversion chart.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload for conversion chart.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload for conversion chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload for conversion chart.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Regents assessments in Global, Living Environment, Comprehensive ELA, US history, Integrated Algebra and/or the Common Core Assessment
Geometry	6(ii) School wide measure computed locally	Regents assessments in Global, Living Environment, Comprehensive ELA, US history, Integrated Algebra and/or the Common Core Assessment
Algebra 2	6(ii) School wide measure computed locally	Regents assessments in Global, Living Environment, Comprehensive ELA, US history, Integrated Algebra and/or the Common Core 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.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to all high school teachers based on the percent of students scoring 65 or better (or 55 or better for SWD and ELLs) on the applicable Regents Exams. The percentage of students meeting target on each Regents will be averaged equally. For Algebra the district will use the higher of the two scores when calculating APPR scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload for conversion chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload for conversion chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	See upload for conversion chart.

grade/subject.

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

See upload for conversion chart.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Regents assessments in Global, Living Environment, Comprehensive ELA, US history, Integrated Algebra and/or the Common Core Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Regents assessments in Global, Living Environment, Comprehensive ELA, US history, Integrated Algebra and/or the Common Core Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	Regents assessments in Global, Living Environment, Comprehensive ELA, US history, Integrated Algebra and/or the Common Core 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.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to all high school teachers based on the percent of students scoring 65 or better (or 55 or better for SWD and ELLs) on the applicable Regents Exams. The percentage of students meeting target on each Regents will be averaged equally. For Algebra the district will use the higher of the two scores when calculating APPR scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points 94-100 19 points 88-93 18 points 82-87
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points 80-81 16 points 77-79 15 points 74-76 14 points 71-73 13 points 68-70 12 points 65-67 11 points 61-64 10 points 58-60 9 points 55-57

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points 51-54 7 points 47-50 6 points 42-46 5 points 38-41 4 points 35-37 3 points 31-34
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points 28-30 1 point 25-27 0 >25

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other teachers grades 6-8 not named above	6(i) School-wide measure based on State-provided measure	Grades 6-8 ELA and Math NYS Exams
All other teachers grades 9-12 not named above	6(ii) School wide measure computed locally	NYS Regents assessments in Global, Living Environment, Comprehensive ELA, US history, Integrated Algebra and/or the Common Core Assessment
All other teachers grades K-5 not named above	6(i) School-wide measure based on State-provided measure	Grades 4-5 ELA and Math NYS Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to teachers in grades K-8 based upon the NYS provided building wide growth scores. HEDI points will be allocated to high school teachers based on the percent of students scoring 65 or better (or 55 or better for SWD and ELLs) on the Regents assessments in Global, Living Environment, ELA, US history, Integrated Algebra. For Algebra the district will use the higher of the two scores when calculating APPR scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Please see upload.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1416120-y92vNseFa4/HEDI Conversion Chart 3.13 K-2 Leveled Reading (20 Point and 15 Point) with 25 20 Conversion Appendix C1.doc

3.14) Locally Developed Controls

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

The scores of students in these subcategories (SWD, ELL, & Poverty) are disproportionately affected by these mitigating variables. This chart serves to accommodate for these variables and support our district goal to increase student achievement.

Whenever possible it is district policy to assign students to teacher rosters in such ways as to create balance among all student subcategories and populations.

See 3.13

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.

NA

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
--	---------

3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked
3.16) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
3.16) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, October 23, 2014

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4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	NYSUT Teacher Practice Rubric
---------------------------------------	-------------------------------

Second Rubric, if applicable	(No response)
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4.2) Points Within Other Measures

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

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

For each observation evidence will be collected using the NYSUT rubric. Each subcomponent will be rated on a scale of 1-4 at the conclusion of the year. (H=4, E=3, D=2, I=1) Highly effective 59-60, Effective 57-58, Developing 50-56, Ineffective 0-49. All subcomponents will be averaged for a final score that will be converted to the possible 60 points (see attached).

Although the rubric conversion to 60 points may involve decimals, the final computed score will be a whole number and in no instance will rounding cause a teacher to fall outside his/her HEDI band.

For tenured faculty, administrators will conduct 2 evidence collecting unannounced observations in cycle years 1 and 2, and 1 announced observation and 1 evidence collecting unannounced observation in cycle year 3. Cycles can be arranged in a different sequential order as long as the cycle is completed in three years.

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

assets/survey-uploads/5091/138658-eka9yMJ855/APPR NYSUT Conversion_V2.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A total score of 59-60 is Highly Effective.
Effective: Overall performance and results meet NYS Teaching Standards.	A total score of 57-58 is Effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A total score of 50-56 is Developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A total score of 0-49 Ineffective.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, October 15, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, October 03, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

<assets/survey-uploads/5265/138664-Df0w3Xx5v6/TIP FORMS.pdf>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

I. Appeals of Annual Professional Performance Reviews

To the extent that a teacher wishes to issue an appeal, the following appeals procedure is established.

I. Appeals will be limited to the following situations:

- a. Probationary Teachers may submit a written rebuttal that will be attached to the APPR in the member's personnel file. Probationary teachers may not appeal the APPR.
- b. Any other teacher may appeal only an ineffective or developing APPR composite rating
- c. Any teacher may appeal an improvement plan if and only if the plan was generated as a result of an ineffective or developing composite rating, in accordance with Section II, e, below

II. The scope of any appeal will be limited to the following subjects:

- a. The substance of the individual's annual professional performance review
- b. The District's adherence to the standards and methodologies required for such review, pursuant to Education Law 3012-c
- c. The adherence to the Commissioner's regulations, as applicable to such reviews
- d. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans, as limited in Section I, above
- e. The District's issuance and/or implementation of the terms of the Teacher Improvement Plan under Education Law 3012-c in connection with an ineffective or developing rating

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

IV. In an appeal, the teacher has the burden of demonstrating a right to a relief requested and the burden of establishing the facts upon which petitioner seeks relief.

V. The following timelines will be strictly adhered to unless extended by mutual agreement. Any extensions will be done in a timely and expeditious manner according to SED Law 3012.c. Failure of the petitioner to meet a timeline will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level.

Level 1 – Evaluator

(Informal) Following a qualifying event, as defined in Sections I and II above, the teacher shall be entitled to schedule a follow-up meeting within five (5) days to informally discuss with the evaluator any and all related issues.

(Formal) If a teacher is challenging the issuance or implementation of a TIP, any appeal must be submitted to the evaluator in writing no later than ten (10) school days from the date when the teacher receives his/her Annual Professional Performance Review (If a teacher receives his/her Annual Professional Performance Review or Improvement Plan after the last day of school in June, the ten (10) day time limit begins when staff returns in September)

When filing an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for the appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.

Within ten (10) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the Teachers' Association President, shall receive copies of the response and any and all additional information submitted with the response.

Level 2 – Panel

Within ten (10) school days of receipt of the Level 1 determination, if the teacher is not satisfied with such determination and if the Teachers' Association deems the appeal meritorious, the Association must submit the appeal to a bipartisan panel* comprised of two (2) teacher representatives and two (2) administration representatives, and the Superintendent. If the Teachers' Association determines the appeal is not meritorious, the appeal ceases. The panel will be provided the entire appeals record; however, any information identifying the appellant or the evaluator will be redacted prior to receipt by the panel. Further, the anonymity of the panel members will be protected to the extent possible throughout this procedure.

Within five (5) school days of receipt of the Association's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written decision for resolution to the Teachers' Association President and the Superintendent of Schools or designee. The decision may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the decision, as well as dissenting opinions, if any, will be included with the decision. This will be a final and binding decision.

*Upon ratification of this appeals procedure by both the Teachers' Association and the District, each party will designate eight

representatives as panelists. Those individuals will be provided training regarding APPR legislation and regulations. The teacher panelists will be taken from a pool of teachers (comprised of 2 from each building). No panelist will be taken from the same building as the appealing teacher.

VI. The entire appeals record will be part of the teacher's APPR.

VII. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals within the scope for Sections I and II, above. A teacher may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.

VIII. Nothing in this appeals procedure will restrict the right of the district or the obligation of the teacher to proceed in accordance with otherwise standard practice, e.g., implementation of an improvement plan or denial/granting of tenure, for reasons other than performance, while the appeal is pending.

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

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

J. Duration and Nature of Training Provided to Evaluators and Lead Evaluators

The "lead evaluator" is the administrator who is primarily responsible for a teacher's APPR composite rating. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher.

All evaluators shall successfully complete a training course that meets the minimum requirements prescribed by the law and shall include application and use of teacher practice rubrics selected for use by the parties in evaluations.

To be deemed a district certified lead evaluator, one must successfully complete a training course, meeting the minimum requirements prescribed in the law and regulations.

All evaluators will receive on-going training on the following criteria:

1. NY 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 20-2.2 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 utilize 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 schools 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.

Administrators responsible for teacher evaluation will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators provided by CEWW BOCES Network Team. This training will support the continued growth in understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up training will be re-certified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in on-going training on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. The CEWW BOCES Network Team will be utilized to provide the initial training as well as the on-going annual training. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability for evaluators over time.

Nothing herein shall be construed to prohibit an evaluator who is properly certified by the state as a school administrator from

conducting classroom observations or school visits as part of an annual Professional Performance Review under Chapter 103 prior to completion of the training required by said chapter or the regulations there under, as long as such training is successfully completed prior to completion of the Annual Professional Performance review.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Tuesday, October 21, 2014

Page 1

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

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

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

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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

PK-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-5	State assessment	4-5 ELA and Math
6-8	State assessment	6-8 ELA and MATH
9-12	State assessment	All applicable ELA and Algebra regents exams

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	If the State provides growth scores for the grades K-5, 6-8 and 9-12 principal(s), and such scores represent less than 30% of the students supervised by that principal, the District will set SLOs for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The
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State-provided scores will then be weighted proportionately with the SLO result(s) for the final HEDI score for the principal(s).

For SLOs, based on historical data, the principal in collaboration with the superintendent will set individual growth targets for each student. A principal will receive a HEDI score based upon the percent of students reaching their targets.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Please see attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please see attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please see attachment
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Please see attachment

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

assets/survey-uploads/12156/1416124-lha0DogRNw/HEDI Conversion Chart - Generic-Principals_1.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

The scores of Principals are disproportionately affected by mitigating variables of students (SWD, ELL, & Poverty) outlined in chart 7.3. This chart serves to accommodate for these variables and support our district goal to increase student achievement. Moreover, Principals are not responsible for their enrollment.

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
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7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

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Updated Tuesday, October 21, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	STAR Reading Enterprise and STAR Math Enterprise
6-8	(d) measures used by district for teacher evaluation	STAR Reading Enterprise and STAR Math Enterprise
9-12	(d) measures used by district for teacher evaluation	Comprehensive ELA, Integrated and/or Common Core Algebra, Global Studies, Living Environment, US History Regents Exams

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Please see attachment 8.1
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word)

(No response)

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

assets/survey-uploads/12190/1416125-qBFVOWF7fC/Form 8 1 New - This applies to principals_1.docx

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
		Not Applicable

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

The scores of Principals are disproportionately affected by mitigating variables of students (SWD, ELL, & Poverty) outlined in chart 8.1 . This chart serves to accommodate for these variables and support our district goal to increase student achievement. Moreover, Principals are not responsible for their enrollment.

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.

NA

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
8.5) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
8.5) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, October 15, 2014

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9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
---	---

Second rubric (if applicable)	(No response)
-------------------------------	---------------

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, label accordingly, combine them into a single file, and upload as an attachment for review. [Click here for a](#)

(No response)

9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(No response)
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district shall utilize the LCI Multidimensional rubric for principal evaluation as the basis for the 60 "Other" points allocated to measures of leadership and management. Using the rubric, the superintendent will indicate the descriptor (HEDI) for each item that best matches the principal's performance. Using a holistic approach, a HEDI rating shall then be determined for each domain and overall on the rubric. H=4, E=3, D=2, I=1. The six domains will be totaled for an overall rubric score out of 24. Based on the overall rating on the rubric, points will be assigned according to the ranges on the attached chart. Please refer to attached conversion chart.

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

<assets/survey-uploads/12205/1416126-pMADJ4gk6R/Admin HEDI 9.7.pdf>

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

Highly Effective: Overall performance and results exceed standards.	A total score of 59-60 is highly effective.
Effective: Overall performance and results meet standards.	A total score of 57-58 is effective.
Developing: Overall performance and results need improvement in order to meet standards.	A total score of 55-56 is developing.
Ineffective: Overall performance and results do not meet standards.	A total score of 0-54 is ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58

Developing	55-56
Ineffective	0-54

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Friday, June 27, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of
growth or achievement
Other Measures of Effectiveness
(60 points)

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Wednesday, October 15, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/191786-Df0w3Xx5v6/APPR PIP.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

SECTION VI: APPEAL PROCESS

Beekmantown Central School District
Principal APPR Appeal Process

To the extent that a principal wishes to issue an appeal, the following appeals procedure is established:

1. Appeals will be limited to the following situations:

- a. A principal completing the first year of a three-year probationary appointment may appeal only an ineffective APPR composite rating;
- b. Any other principal may appeal only an ineffective or a developing APPR composite rating; or any rating tied to compensation.
- c. Any principal may appeal an improvement plan if and only if the plan was generated as the result of an ineffective or developing composite rating, in accordance with Section II, e, below.

2. The scope of any appeal will be limited to the following subjects:

- a. The substance of the individual's annual professional performance review;
- b. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
- c. The adherence to the Commissioner's regulations, as applicable to such reviews;
- d. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans, as limited by Section I, above; or,
- e. The District's issuance and/or implementation of the terms of the principal improvement plan under Education Law 3012-c in connection with an ineffective or developing rating.

3. 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.

4. In an appeal, the burden shall be on the district Principal to establish by the preponderance of the evidence that the rating given to the appellant was unjustified or that an improvement plan was inappropriately issued and/or implemented.

5. The following timelines will be strictly adhered to unless extended by mutual agreement. Any extensions will still be done in a timely and expeditious manner according to SED Law 3012.c. Failure of the petitioner to meet a timeline will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level:

Level 1 - Superintendent

- a. (Informal) Following a qualifying event, as defined in Sections I and II, above, the principal shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the superintendent any and all related issues.
- b. (Formal) Any appeal must be submitted to the superintendent in writing no later than ten (10) school days when the district offices are open of the date when the principal receives his/her annual professional performance review. If a principal is challenging the issuance or implementation of a principal improvement plan, the appeal must be submitted in writing within ten (10) school days of issuance or of the time when the principal knew or should have known of an alleged implementation breach of such plan.
- c. When filing an appeal, the principal must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.
- d. Within ten (10) school days when the district offices are open of receipt of an appeal, the superintendent must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/ information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The principal initiating the appeal, and the Principals' Association President, shall receive copies of the response and any and all additional information submitted with the response.

Level 2 – Panel

- a. Within five (5) school days when school is in session of receipt of the Level 1 determination, if the principal is not satisfied with such determination and if the Administrative Association deems the appeal meritorious, the Association must submit the appeal to a bipartisan panel* comprised of two (2) administrative representatives, three (3) BOE representatives. (If the association deems the appeal unmeritorious the appeal will cease.) The panel will be provided the entire appeals record; however, any information identifying the appellant or the evaluator will be redacted prior to receipt by the panel. Further, the anonymity of the panel members will be protected to the extent possible throughout this procedure.
- b. Within five (5) school days of receipt of the Association's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written decision for resolution to the Administrative Association President and the Superintendent of Schools or designee. The decision may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the decision, as well as dissenting opinions, if any will be included with the decision. This will be a final and binding decision.

Each party will designate five (5) representatives as panelists. Those The Administrators' Association representatives individuals will be provided training regarding APPR legislation and regulations to the Administrator representatives.

6. The entire appeals record will be part of the principal's APPR.

7. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals within the scope of Sections I and II, above. A principal may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.

Nothing in this appeals procedure will restrict the right of the district or the obligation of the principal to proceed in accordance with otherwise standard practice, e.g., implementation of an improvement plan or denial/granting of tenure for reasons other than performance, while an appeal is pending.

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

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

Certification for Lead Evaluators

Evaluators and Lead Evaluators of principals will be trained and certified. Training will address the nine elements found in section 30-2.9 of the Regent's Rules. This training will ensure inter-rater reliability. To recertify evaluators and lead evaluators the district will offer 1 day (6 hours) of training each year.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

growth goals and school improvement goals, etc.

- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Friday, October 24, 2014

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12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/1416129-3Uqgn5g9Iu/APPR SIGN OFF.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.

Rationale:

The scores of students in these subcategories (SWD, ELL, & Poverty) are disproportionately affected by these mitigating variables. This chart serves to accommodate for these variables and support our district goal to increase student achievement.

Whenever possible it is district policy to assign students to teacher rosters in such ways as to create balance among all student subcategories and populations.

Classroom/Learning Factors

- A point value will be added to the local score or non-state generated score for each teacher who has SWD, ELL, and/or students with poverty identifiers.
- Using verified class/district roster(s) of students, the teacher and principal will use the chart below when identifying the point value added.

<u>% of SWD,ELL, Poverty</u>	Pts added to APPR local and state APPR score
No SWD or ELL	0 pts
1-10%	.25
10.01-20%	.50
20.01-40%	.75
40.01-50%	1.0
50.01-60%	1.25
60.01-70%	1.50
70.01-80%	1.75
80.01-90%	1.87
90.01-100%	2.0

- To use for individual teacher scores:
 1. Find the percentage of students for the teacher’s load with SWD, ELL, or poverty identifiers.
 2. Use chart to determine points to be added to the local (20/15) and growth scores (20/25) not generated by the state
 3. Apply point value to one or both final scores
- To use for school wide scores:
 1. Find the building wide percentage of students with SWD, ELL, or poverty identifiers.
 2. Use chart to determine points to be added to the local (20/15) and growth scores (20/25) not generated by the state
 3. Apply point value to one or both final scores
- The maximum allowable increase for this chart will be no more than 2 points. This will be added at the end of the evaluation process and although this chart may involve decimals, the final computed score will be a whole number.

Beekmantown Central School District 25-20 Point Conversion Chart (Task 2.11)

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

Appendix C2 – Beekmantown Central School District STAR HEDI Conversion Scale (20 Point)

Teachers’s Name _____ School Year _____

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
94 - 100 %	88 - 93%	82- 87%	80- 81%	77- 79%	74- 76%	71- 73%	68- 70%	65- 67%	61- 64%	58- 60%	55- 57%	51- 54%	47- 50%	42- 46%	38- 41%	35- 37%	31- 34%	28- 30%	25- 27%	<25

The percentages above reflect the number of students who made one year’s growth (defined as at least 10 months), or are at or above grade level at year’s end. For students with disabilities and/or students receiving AIS services, a targeted individual growth will be determined by dividing the score on the STAR pre-assessment by the number of years the student has been in school. Targeted individual growth may be adjusted by teachers in agreement with the Director of Special Services or building principal prior to the end of November. For teachers of students with targeted individual growth scores, the percentages above reflect the number of students who achieve their targeted individual growth.

Total Number of Students _____ Number of Students with 1 year’s growth _____ Percentage _____% Points _____
 or at or above grade level at year’s end
 or achieved targeted growth rate

*Number of students who are SWD, ELL, Poverty _____

*Percentage of SWD, ELL, and Poverty _____%

* Adjustment due to students with disabilities/poverty _____

% of SWD, ELL, Poverty	Pts. added to APPR local and state APPR score
No SWD or ELL	0 pts.
1 – 10%	.25
10.01 – 20%	.50
20.01 – 40%	.75
40.01 – 50%	1.0
50.01 – 60%	1.25
60.01 – 70%	1.50
70.01 – 80%	1.75
80.01 – 90%	1.87
90.01 – 100%	2.0

Final Score _____

Beekmantown Central School District STAR HEDI Conversion Scale (15 Point)

Teachers's Name _____ School Year _____

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
92-100%	85-91%	80-84%	75-79%	70-74%	65-69%	60-64%	55-59%	50-54%	45-49%	40-44%	35-39%	30-34%	28-29%	26-27%	<25

This 15 point scale will be used after the value added model is implemented. The percentages above reflect the number of students who made one year's growth (defined as at least 10 months), or are at or above grade level at year's end. For students with disabilities and/or students receiving AIS services, a targeted individual growth will be determined by dividing the score on the STAR pre-assessment by the number of years the student has been in school. Targeted individual growth may be adjusted by teachers in agreement with the Director of Special Services or building principal prior to the end of November. For teachers of students with targeted individual growth scores, the percentages above reflect the number of students who achieve their targeted individual growth.

Total Number of Students _____ Number of Students with 1 year's growth _____ Percentage _____% Points _____
 or at or above grade level at year's end
 or achieved targeted growth rate

*Number of students who are SWD, ELL, Poverty _____

*Percentage of SWD, ELL, and Poverty _____%

* Adjustment due to students with disabilities/poverty _____

% of SWD, ELL, Poverty	Pts. added to APPR local and state APPR score
No SWD or ELL	0 pts.
1 – 10%	.25
10.01 – 20%	.50
20.01 – 40%	.75
40.01 – 50%	1.0
50.01 – 60%	1.25
60.01 – 70%	1.50
70.01 – 80%	1.75
80.01 – 90%	1.87
90.01 – 100%	2.0

Final Score _____

Appendix C1 – Beekmantown Central School District Levelled Reading HEDI Conversion Scale (20 Point)

Teachers’s Name _____ School Year _____

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
94 - 100 %	88 - 93%	82- 87%	80- 81%	77- 79%	74- 76%	71- 73%	68- 70%	65- 67%	61- 64%	58- 60%	55- 57%	51- 54%	47- 50%	42- 46%	38- 41%	35- 37%	31- 34%	28- 30%	25- 27%	<25

For each student, a targeted individual reading level will be determined by the classroom teacher and approved by the building principal or Director of Special Services through a leveled reading pre-assessment to determine an achievable targeted growth. For students who aren’t able to achieve a level A on the pre-assessment, the Wilson Foundations Placement Inventory or an alternative placement inventory will be used to determine a targeted growth. The percentages above reflect the number of students who make three levels of growth on the post-assessment at year’s end or who are at or above grade level at year’s end. For students receiving AIS services or students who have IEPs, the targeted individual growths may be adjusted by teachers in agreement with the Director of Special Services or building principal prior to the end of November.

Total Number of Students _____ Number of Students who achieved _____ Percentage _____% Points _____
 targeted growth

*Number of students who are SWD, ELL, Poverty _____

*Percentage of SWD, ELL, and Poverty _____%

* Adjustment due to students with disabilities/poverty _____

% of SWD, ELL, Poverty	Pts. added to APPR local and state APPR score
No SWD or ELL	0 pts.
1 – 10%	.25
10.01 – 20%	.50
20.01 – 40%	.75
40.01 – 50%	1.0
50.01 – 60%	1.25
60.01 – 70%	1.50
70.01 – 80%	1.75
80.01 – 90%	1.87
90.01 – 100%	2.0

Final Score _____

Beekmantown Central School District Leveled Reading HEDI Conversion Scale (15 Point)

Teachers's Name _____ School Year _____

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
92-100%	85-91%	80-84%	75-79%	70-74%	65-69%	60-64%	55-59%	50-54%	45-49%	40-44%	35-39%	30-34%	28-29%	26-27%	<25

This 15 point scale will be used after the value added is implemented. For each student, a targeted individual reading level will be determined by the classroom teacher and approved by the building principal or Director of Special Services through a leveled reading pre-assessment to determine an achievable targeted growth. For students who aren't able to achieve a level A on the pre-assessment, the Wilson Foundations Placement Inventory or an alternative placement inventory will be used to determine a targeted growth. The percentages above reflect the number of students who make three levels of growth on the post-assessment at year's end or who are at or above grade level at year's end. For students receiving AIS services or students who have IEPs, the targeted individual growths may be adjusted by teachers in agreement with the Director of Special Services or building principal prior to the end of November.

Total Number of Students _____ Number of Students who achieved _____ Percentage _____% Points _____
 targeted growth

*Number of students who are SWD, ELL, Poverty _____

*Percentage of SWD, ELL, and Poverty _____%

* Adjustment due to students with disabilities/poverty _____

% of SWD, ELL, Poverty	Pts. added to APPR local and state APPR score
No SWD or ELL	0 pts.
1 – 10%	.25
10.01 – 20%	.50
20.01 – 40%	.75
40.01 – 50%	1.0
50.01 – 60%	1.25
60.01 – 70%	1.50
70.01 – 80%	1.75
80.01 – 90%	1.87
90.01 – 100%	2.0

Final Score _____

Beekmantown Central School District 25-20 Point Conversion Chart

The following 25-20 point scale will be used when the value added model is implemented by the New York State Education Department.

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

Appendix C3 – Beekmantown Central School District High School HEDI Conversion Scale

Teachers’s Name _____ School Year _____

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
94 - 100 %	88 - 93%	82- 87%	80- 81%	77- 79%	74- 76%	71- 73%	68- 70%	65- 67%	61- 64%	58- 60%	55- 57%	51- 54%	47- 50%	42- 46%	38- 41%	35- 37%	31- 34%	28- 30%	25- 27%	<25

HEDI points will be allocated to all high school teachers based on the percent of students scoring 65 or better (or 55 or better for SWD and ELLs) on the applicable Regents Exams. The percentage of students meeting target on each Regents will be averaged equally. For Algebra the district will use the higher of the two scores when calculating APPR scores.

Total Number of Students _____ Number of Students who scored _____ Percentage _____% Points _____
 65 or better (or 55 or better for SWD and ELLs)

*Number of students who are SWD, ELL, Poverty _____

*Percentage of SWD, ELL, and Poverty _____%

* Adjustment due to students with disabilities/poverty _____

% of SWD, ELL, Poverty	Pts. added to APPR local and state APPR score
No SWD or ELL	0 pts.
1 – 10%	.25
10.01 – 20%	.50
20.01 – 40%	.75
40.01 – 50%	1.0
50.01 – 60%	1.25
60.01 – 70%	1.50
70.01 – 80%	1.75
80.01 – 90%	1.87
90.01 – 100%	2.0

Final Score _____

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.0		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60

Appendix D

Beekmantown Teacher Improvement Plan (TIP)

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

Teacher: _____

Grade/Subject: _____

Evaluator: _____

BTA Rep: _____

I waive my right to Association Representation

Teacher

BTA Rep

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

Priority	Area needing improvement	Performance goal

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

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

Assignment of a mentor teacher yes no

Name of Mentor: _____

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet _____ to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

Meeting Dates				
---------------	--	--	--	--

Meeting Date _____

Evaluator Comments:

Teacher Comments:

Meeting Date _____

Evaluator Comments:

Teacher Comments:

Meeting Date _____

Evaluator Comments:

Teacher Comments:

Meeting Date _____

Evaluator Comments:

Teacher Comments:

Recommendation for Results of TIP

- The teacher has met the performance goals identified through the TIP.
- The teacher has not met the performance goals.

Next Steps:

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

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

Beekmantown Central School District HEDI Conversion Scale

Principal's Name _____ School Year _____

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
94 - 100 %	88 - 93%	82- 87%	80- 81%	77- 79%	74- 76%	71- 73%	68- 70%	65- 67%	61- 64%	58- 60%	55- 57%	51- 54%	47- 50%	42- 46%	38- 41%	35- 37%	31- 34%	28- 30%	25- 27%	<25

HEDI points will be allocated to Principals based on the percent of students reaching their targeted growth by year's end. The targeted growth will be determined by Principal by the end of November and approved by the Superintendent. The percentages above reflect the number of students who reached their targeted growth by year's end.

Total Number of Students _____ Number of Students who reached _____ Percentage _____% Points _____
 their targeted growth

*Number of students who are SWD, ELL, Poverty _____

*Percentage of SWD, ELL, and Poverty _____%

* Adjustment due to students with disabilities/poverty _____

Final Score _____

% of SWD, ELL, Poverty	Pts. added to APPR local and state APPR score
No SWD or ELL	0 pts.
1 – 10%	.25
10.01 – 20%	.50
20.01 – 40%	.75
40.01 – 50%	1.0
50.01 – 60%	1.25
60.01 – 70%	1.50
70.01 – 80%	1.75
80.01 – 90%	1.87
90.01 – 100%	2.0

Form 8.1) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS WITH AN APPROVED VALUE-ADDED MEASURE (15 points). High School Principal

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic online.	HEDI points will be allocated to a high school principal based on the percent of students scoring 65 or better (or 55 or better for SWD and ELLs) on the applicable Regents Exams. Where both versions of a Regents are administered the district will use the higher of the two scores for APPR purposes.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100-80% of students passing will result in a highly effective score.
Effective (8- 13 points) Results meet District or BOCES-adopted expectations for growth or achievement for grade/subject.	60-79% of students passing will result in an effective score.
Developing (3 - 7 points) Results are below District or BOCES-adopted expectations for growth or achievement for grade/subject.	48-59% of students passing will result in a developing score.
Ineffective (0 - 2 points) Results are well below 0-47% of students passing will result in an ineffective score. District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-47% of students passing will result in an ineffective score.

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-90%	89-80%	79-78%	77-75%	74-71%	70-68%	67-64%	63-60%	59-58%	57-55%	54-52%	51-50%	49-48%	47-46%	45-42%	41-0%

Principal's Name _____ School Year _____

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
94 - 100 %	88 - 93%	82 - 87%	80 - 81%	77 - 79%	74 - 76%	71 - 73%	68 - 70%	65 - 67%	61 - 64%	58 - 60%	55 - 57%	51 - 54%	47 - 50%	42 - 46%	38 - 41%	35 - 37%	31 - 34%	28 - 30%	25 - 27%	<25

Beekmantown K-5 and 6-8 STAR Reading and Math Test HEDI Conversion Scale

The percentages above reflect the number of students who made one year's growth (defined as at least 10 months¹), or are at or above grade level at year's end.

Total Number of Students _____ Number of Students with 1 year's growth _____
 Percentage or at or above grade level at year's end _____%
 Points _____

- *Number of students who are SWD, ELL, Poverty _____
- *Percentage of SWD, ELL, and Poverty _____%
- * Adjustment due to students with disabilities/poverty _____

Final Score _____

% of SWD, ELL, Poverty	Pts. added to APPR local and state APPR score
No SWD or ELL	0 pts.
1 - 10%	.25
10.01 - 20%	.50
20.01 - 40%	.75
40.01 - 50%	1.0
50.01 - 60%	1.25
60.01 - 70%	1.50
70.01 - 80%	1.75
80.01 - 90%	1.87
90.01 - 100%	2.0

****This 20 Point Conversion scale will apply to the High School Principal measure.**

¹ 0.80 of a calendar year is 10 months.

	20 Pt Conversion	15 Point Conversion
Highly Effective	20	15
	20	15
	19	14
	18	14
Effective	17	13
	17	13
	16	12
	16	12
	15	11
	15	11
	14	10
	13	10
	12	9
	11	9
Developing	10	8
	9	8
	8	7
	8	7
	7	6
	6	6
Ineffective	5	5
	4	4
	4	4
	3	3
	3	3
	2	2
	1	1
	0	0

Beekmantown Central School District LCI Multidimensional Rubric Conversion		
Holistic Rubric Performance Level	Holistic Domain HEDI Point Value	Domains Point Value Total Conversion to Overall Rating
Highly Effective	4	23-24 = 60 20-22 = 59
Effective	3	17-19 = 58 15-16 = 57
Developing	2	12-14 = 56 10-11 = 55
Ineffective	1	9-8 = 54 7 = 53 6 = 0

Principal Improvement Plan

Principal's Name: _____ Position/Site: _____

Superintendent's Name: _____ School Year: _____

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

Dates of formative evaluation on progress:

(Superintendent and Principal initial each date to confirm the meeting):

December: _____ / _____

March: _____ / _____

Other: _____ / _____

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress upon the Principal's completion of the Principal Improvement Plan, including verification of the provision of support and resources as outlined above no later than 10 business days after the identified completion date. Such summary shall be signed by the superintendent or designee and principal with the opportunity for the principal to attach comments.

Superintendent's Signature / Date: _____

Principal's Signature / Date: _____

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

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

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

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

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

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

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

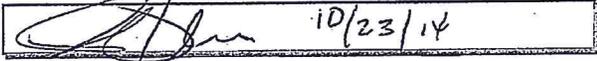
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

Superintendent Signature: Date: 10/23/2014



Teachers Union President Signature: Date:

 10/23/14

Administrative Union President Signature: Date:

 10/23/14

Board of Education President Signature: Date: 10/23/2014



For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature: Date: