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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January 12, 2015

Revised-Expedited Assessment Material Change

Joseph Natale, Superintendent
Berne-Knox-Westerlo Central School District
1738 Helderberg Trail
Berne, NY 12023

Dear Superintendent Natale:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) Expedited Assessment Material Change submission 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,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: Charles Dedrick

NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on April 9, 2014, remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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.

EXPEDITED MATERIAL CHANGE FORM

Directions:

The following certification form is for use by school districts/BOCES that request to make a material change to their approved Annual Professional Performance Review (APPR) plan that relates solely to the elimination of unnecessary student assessments as described in Section 30-2.3(a)(2) of the Rules of the Board of Regents. For more information please see http://www.regents.nysed.gov/meetings/2014/February2014/214p12hea1.pdf.

Districts/BOCES that wish to submit material changes to their approved APPR plan for use in the current school year must complete and submit this form to EducatorEval (educatoreval@mail.nysed.gov) ***no later than March 1.*** Please note that the Department will not accept late submissions of this form. **Please type "Expedited Assessment Material Change" in the subject line of your email to ensure an expedited review of your material change request.**

The superintendent, district superintendent, or chancellor of each school district/BOCES must provide a written explanation of the changes to their approved APPR plan in addition to the required certification below---that no other material changes have been made to other portions of the APPR plan. In the form below, please identify the relevant Task(s) (2, 3, 7, and/or 8), as listed in the APPR Portal, that will be impacted by your requested material change. In each sub-task, please also indicate if changes were made to the selected assessment, HEDI process, and/or assignment of points.

The Department shall complete the review of properly and completely submitted material changes ***within 10 business days of submission***. In order to be considered properly and completely submitted, the submission must include this form with all appropriate signatures and dates and a corresponding submission in the APPR Portal (as described above) that meets the requirements of Education Law §3012-c and Subpart 30-2 of the Board of Regents. If a plan is reviewed and rejected by the Department because it was not properly and completely submitted or for any other reason, the 10 business day requirement for an expedited review does not apply until a new, properly and completely submitted material change is submitted for approval.

Please note that the Department will only review the Task(s) and sub-task(s) indicated in this certification form and no other portion of the APPR plan will be reviewed by the Department for compliance with Education Law §3012-c. Therefore, it is the responsibility of the district/BOCES to assure that the changes requested will not have an impact on the implementation of any other part of their approved APPR plan since the Department will not be reviewing the remaining portions of the approved APPR plan for compliance with Education Law §3012-c. The Department recommends that school districts/BOCES consult with their local counsel before submitting this certification form and any changes to their currently approved plan in the APPR Portal.

Name of school district or BOCES: Berne-Knox-Westerlo CSD

Please check the applicable boxes below to indicate which portions of the APPR plan have been changed that relate to the elimination of unnecessary assessments on students.

Task 2. State Growth or Other Comparable Measures (Teachers)

2.2) Grades K-3 ELA

☐ Kindergarten ELA Assessment ☐ Kindergarten ELA HEDI Process ☐ Kindergarten ELA Assignment of Points	☐ Grade 1 ELA Assessment ☐ Grade 1 ELA HEDI Process ☐ Grade 1 ELA Assignment of Points
☐ Grade 2 ELA Assessment ☐ Grade 2 ELA HEDI Process ☐ Grade 2 ELA Assignment of Points	☐ Grade 3 ELA HEDI Process ☐ Grade 3 ELA Assignment of Points

2.3) Grades K-3 Math

☐ Kindergarten Math Assessment ☐ Kindergarten Math HEDI Process ☐ Kindergarten Math Assignment of Points	☐ Grade 1 Math Assessment ☐ Grade 1 Math HEDI Process ☐ Grade 1 Math Assignment of Points
☐ Grade 2 Math Assessment ☐ Grade 2 Math HEDI Process ☐ Grade 2 Math Assignment of Points	☐ Grade 3 Math HEDI Process ☐ Grade 3 Math Assignment of Points

2.4) Grades 6-8 Science

☐ Grade 6 Science Assessment ☐ Grade 6 Science HEDI Process ☐ Grade 6 Science Assignment of Points	☐ Grade 7 Science Assessment ☐ Grade 7 Science HEDI Process ☐ Grade 7 Science Assignment of Points
☐ Grade 8 Science HEDI Process ☐ Grade 8 Science Assignment of Points	

2.5) Grades 6-8 Social Studies

☐ Grade 6 Social Studies Assessment ☐ Grade 6 Social Studies HEDI Process ☐ Grade 6 Social Studies Assignment of Points	☐ Grade 7 Social Studies Assessment ☐ Grade 7 Social Studies HEDI Process ☐ Grade 7 Social Studies Assignment of Points
☐ Grade 8 Social Studies Assessment ☐ Grade 8 Social Studies HEDI Process ☐ Grade 8 Social Studies Assignment of Points	

2.6) High School Social Studies Regents Courses

☐ Global 1 Assessment ☐ Global 1 HEDI Process ☐ Global 1 Assignment of Points	☐ Global 2 HEDI Process ☐ Global 2 Assignment of Points
☐ American History HEDI Process ☐ American History Assignment of Points	

2.7) High School Science Regents Courses

☐ Living Environment HEDI Process ☐ Living Environment Assignment of Points	☐ Earth Science HEDI Process ☐ Earth Science Assignment of Points
☐ Chemistry HEDI Process ☐ Chemistry Assignment of Points	☐ Physics HEDI Process ☐ Physics Assignment of Points

2.8) High School Math Regents Courses

☐ Algebra 1 HEDI Process ☐ Algebra 1 Assignment of Points	☐ Geometry HEDI Process ☐ Geometry Assignment of Points
☐ Algebra 2 HEDI Process ☐ Algebra 2 Assignment of Points	

2.9) High School English Language Arts

☐ Grade 9 ELA Assessment ☐ Grade 9 ELA HEDI Process ☐ Grade 9 ELA Assignment of Points	☐ Grade 10 ELA Assessment ☐ Grade 10 ELA HEDI Process ☐ Grade 10 ELA Assignment of Points
☐ Grade 11 ELA Assessment ☐ Grade 11 ELA HEDI Process ☐ Grade 11 ELA Assignment of Points	

2.10) All Other Courses

☐ All other course(s) Assessment(s) ☐ All other course(s) HEDI Process ☐ All other course(s) Assignment of Points

2.11) HEDI Table(s)

☐ Listed course(s) Assessment(s) ☐ Listed course(s) HEDI Process ☐ Listed course(s) Assignment of Points

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

■ Grade 4 ELA Assessment ☐ Grade 4 ELA HEDI Process ☐ Grade 4 ELA Assignment of Points	■ Grade 5 ELA Assessment ☐ Grade 5 ELA HEDI Process ☐ Grade 5 ELA Assignment of Points
■ Grade 6 ELA Assessment ☐ Grade 6 ELA HEDI Process ☐ Grade 6 ELA Assignment of Points	■ Grade 7 ELA Assessment ☐ Grade 7 ELA HEDI Process ☐ Grade 7 ELA Assignment of Points
■ Grade 8 ELA Assessment ☐ Grade 8 ELA HEDI Process ☐ Grade 8 ELA Assignment of Points	

3.2) Grades 4-8 Math

■ Grade 4 Math Assessment ☐ Grade 4 Math HEDI Process ☐ Grade 4 Math Assignment of Points	■ Grade 5 Math Assessment ☐ Grade 5 Math HEDI Process ☐ Grade 5 Math Assignment of Points
■ Grade 6 Math Assessment ☐ Grade 6 Math HEDI Process ☐ Grade 6 Math Assignment of Points	■ Grade 7 Math Assessment ☐ Grade 7 Math HEDI Process ☐ Grade 7 Math Assignment of Points
■ Grade 8 Math Assessment ☐ Grade 8 Math HEDI Process ☐ Grade 8 Math Assignment of Points	

3.3) HEDI Table(s) or Graphic(s)

☐ Listed course(s) Assessment(s) ☐ Listed course(s) HEDI Process ☐ Listed course(s) Assignment of Points

3.4) Grades K-3 ELA

☐ Kindergarten ELA Assessment ☐ Kindergarten ELA HEDI Process ☐ Kindergarten ELA Assignment of Points	☐ Grade 1 ELA Assessment ☐ Grade 1 ELA HEDI Process ☐ Grade 1 ELA Assignment of Points
☐ Grade 2 ELA Assessment ☐ Grade 2 ELA HEDI Process ☐ Grade 2 ELA Assignment of Points	■ Grade 3 ELA Assessment ☐ Grade 3 ELA HEDI Process ☐ Grade 3 ELA Assignment of Points

3.5) Grades K-3 Math

☐ Kindergarten Math Assessment ☐ Kindergarten Math HEDI Process ☐ Kindergarten Math Assignment of Points	☐ Grade 1 Math Assessment ☐ Grade 1 Math HEDI Process ☐ Grade 1 Math Assignment of Points
☐ Grade 2 Math Assessment ☐ Grade 2 Math HEDI Process ☐ Grade 2 Math Assignment of Points	■ Grade 3 Math Assessment ☐ Grade 3 Math HEDI Process ☐ Grade 3 Math Assignment of Points

3.6) Grades 6-8 Science

☐ Grade 6 Science Assessment ☐ Grade 6 Science HEDI Process ☐ Grade 6 Science Assignment of Points	☐ Grade 7 Science Assessment ☐ Grade 7 Science HEDI Process ☐ Grade 7 Science Assignment of Points
☐ Grade 8 Science Assessment ☐ Grade 8 Science HEDI Process ☐ Grade 8 Science Assignment of Points	

3.7) Grades 6-8 Social Studies

☐ Grade 6 Social Studies Assessment ☐ Grade 6 Social Studies HEDI Process ☐ Grade 6 Social Studies Assignment of Points	☐ Grade 7 Social Studies Assessment ☐ Grade 7 Social Studies HEDI Process ☐ Grade 7 Social Studies Assignment of Points
☐ Grade 8 Social Studies Assessment ☐ Grade 8 Social Studies HEDI Process ☐ Grade 8 Social Studies Assignment of Points	

3.8) High School Social Studies Regents Courses

☐ Global 1 Assessment ☐ Global 1 HEDI Process ☐ Global 1 Assignment of Points	☐ Global 2 Assessment ☐ Global 2 HEDI Process ☐ Global 2 Assignment of Points
☐ American History Assessment ☐ American History HEDI Process ☐ American History Assignment of Points	

3.9) High School Science Regents Courses

☐ Living Environment Assessment ☐ Living Environment HEDI Process ☐ Living Environment Assignment of Points	☐ Earth Science Assessment ☐ Earth Science HEDI Process ☐ Earth Science Assignment of Points
☐ Chemistry Assessment ☐ Chemistry HEDI Process ☐ Chemistry Assignment of Points	☐ Physics Assessment ☐ Physics HEDI Process ☐ Physics Assignment of Points

3.10) High School Math Regents Courses

☐ Algebra 1 Assessment ☐ Algebra 1 HEDI Process ☐ Algebra 1 Assignment of Points	☐ Geometry Assessment ☐ Geometry HEDI Process ☐ Geometry Assignment of Points
☐ Algebra 2 Assessment ☐ Algebra 2 HEDI Process ☐ Algebra 2 Assignment of Points	

3.11) High School English Language Arts

☐ Grade 9 ELA Assessment ☐ Grade 9 ELA HEDI Process ☐ Grade 9 ELA Assignment of Points	☐ Grade 10 ELA Assessment ☐ Grade 10 ELA HEDI Process ☐ Grade 10 ELA Assignment of Points
☐ Grade 11 ELA Assessment ☐ Grade 11 ELA HEDI Process ☐ Grade 11 ELA Assignment of Points	

3.12) All Other Courses

☐ All other course(s) Assessment(s) ☐ All other course(s) HEDI Process ☐ All other course(s) Assignment of Points

3.13) HEDI Table(s)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

Task 7. State Growth or Other Comparable Measures (Principals)

7.3) Students Learning Objectives as Comparable Growth Measures (20 points)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

7.3) HEDI Table(s)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

Task 8. Locally-Selected Measures (Principals)

8.1) Locally Selected Measures of Student Achievement for Principals With an Approved Value-Added Measure (15 points) (20 points until Value-Added is implemented)

- [x] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [x] Listed course(s) Assignment of Points

8.1) HEDI Table(s)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

8.2) Locally Selected Measures of Student Achievement for All Other Principals (20 points)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

8.2) HEDI Table(s)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

Statement of Assurances

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of 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 district or BOCES and its collective bargaining agent(s), where applicable, also assure 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 the district's or BOCES' complete APPR 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 district's or BOCES APPR plan, including any approved material changes; 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 or BOCES and its collective bargaining agent(s), where applicable, also make the following specific assurances with respect to their APPR plan:

- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure 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.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and 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's or building principal's performance is being measured.

- Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c and understands that the Commissioner reserves the right to revoke his/her approval of these material changes at any time if the Department determines that additional changes were made to the plan, other than those identified by the district or BOCES in this form.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- 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 the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

Signatures, Dates

Superintendent Signature: Date:

12/23/14

Teachers Union President Signature: Date:

12/23/14

Administrative Union President Signature: Date:

12/23/14

Board of Education President Signature: Date:

Joan Adriance 1/5/15

Effective May 10, 2014, the school district or BOCES also makes the following specific assurances 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 certify 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 such grade.
- The amount of time devoted to test preparation under traditional 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 such grade.
- Time devoted to teacher administered classroom quizzes or exams, portfolio reviews or performance assessments, formative and diagnostic assessments, including but not limited to assessments used for diagnostic screening required by Education Law §3208(5), shall not be counted toward the aforementioned limits. 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; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes.

Superintendent / District Superintendent / Chancellor Signature: Date:

12/23/14

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Friday, February 28, 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 : 010201040000

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

010201040000

1.2) School District Name: BERNE-KNOX-WESTERLO CSD

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

BERNE-KNOX-WESTERLO CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Tuesday, December 23, 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	District, regional, or BOCES-developed assessment	Berne-Knox-Westerlo District Developed Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	Berne-Knox-Westerlo District Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Berne-Knox-Westerlo District Developed Grade 2 ELA 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.	Teachers and their building principals will collaboratively develop individual growth targets based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the

	appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a large majority of students will demonstrate growth by meeting the growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a majority of students will demonstrate growth by meeting the growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, some students will demonstrate growth by meeting the growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, few students will demonstrate growth by meeting the growth 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	District, regional, or BOCES-developed assessment	Berne-Knox-Westerlo District Developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	Berne-Knox-Westerlo District Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Berne-Knox-Westerlo District Developed Grade 2 Math 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.	Teachers and their building principals will collaboratively develop individual growth targets based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a large majority of students will demonstrate growth by meeting the growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a majority of students will demonstrate growth by meeting the growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, some students will demonstrate growth by meeting the growth target.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, few students will demonstrate growth by meeting the growth 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	Berne-Knox-Westerlo CSD -developed 6th grade Science assessment.
7	District, regional or BOCES-developed assessment	Berne-Knox-Westerlo CSD -developed 7th grade 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.	Teachers and their building principals will collaboratively develop individual growth targets based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a large majority of students will demonstrate growth by meeting the growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a majority of students will demonstrate growth by meeting the growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, some students will demonstrate growth by meeting the growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, few students will demonstrate growth by meeting the growth 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	Berne-Knox-Westerlo CSD -developed 6th grade Social Studies assessment.

7	District, regional or BOCES-developed assessment	Berne-Knox-Westerlo CSD -developed 7th grade Social Studies assessment.
8	District, regional or BOCES-developed assessment	Berne-Knox-Westerlo CSD -developed 8th grade 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.	Teachers and their building principals will collaboratively develop individual growth targets based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of students will demonstrate growth by meeting the growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of students will demonstrate growth by meeting the growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, some students will demonstrate growth by meeting the growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, few students will demonstrate growth by meeting the growth 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	Berne-Knox-Westerlo CSD -developed Global 1 assessment.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building principals will collaboratively develop individual growth targets based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of students will demonstrate growth by meeting the growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of students will demonstrate growth by meeting the growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, some students will demonstrate growth by meeting the growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, few students will demonstrate growth by meeting the growth 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.	Teachers and their building principals will collaboratively develop individual growth targets based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of students will demonstrate growth by meeting the growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of students will demonstrate growth by meeting the growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, some students will demonstrate growth by meeting the growth target.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, few students will demonstrate growth by meeting the growth 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.	Teachers and their building principals will collaboratively develop individual growth targets based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher. Algebra 1 and Geometry students in Common Core Courses may take both the integrated and Common Core Regents. Teachers will use the higher of the two Regents scores where students take both assessments.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of students will demonstrate growth by meeting the growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of students will demonstrate growth by meeting the growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, some students will demonstrate growth by meeting the growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, few students will demonstrate growth by meeting the growth 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	Berne-Knox-Westerlo District Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Berne-Knox-Westerlo District Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	New York State Comprehensive-Common Core English Regents assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building principals will collaboratively develop individual growth targets based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher. For ELA in 2014-15 we will only administer the comprehensive Regents. There after students will be enrolled in common core classes and will only take the common core Regents.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of students will demonstrate growth by meeting the growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of students will demonstrate growth by meeting the growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, some students will demonstrate growth by meeting the growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, few students will demonstrate growth by meeting the growth 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
Resource Room	District, Regional or BOCES-developed	Berne-Knox-Westerlo District Developed Course Specific Assessment

AIS Reading K-3	District, Regional or BOCES-developed	Berne-Knox-Westerlo District Developed Grade K-3 Reading Assessment
AIS Math K-2	District, Regional or BOCES-developed	Berne-Knox-Westerlo District Developed Grade K-2 Math Assessment
Skills Math	District, Regional or BOCES-developed	Berne-Knox-Westerlo District Developed Math Skills Assessment
Honors Math	State Assessment	6th Grade State Math Assessment
Spanish 8	District, Regional or BOCES-developed	Berne-Knox-Westerlo CSD -8th Grade Spanish Proficiency assessment.
Pre-Calculus	District, Regional or BOCES-developed	Berne-Knox-Westerlo District Developed Pre-Calculus Assessment
English/Math Skills	District, Regional or BOCES-developed	Berne-Knox-Westerlo District Developed English/Math Assessment
All other teachers/grades/subjects	District, Regional or BOCES-developed	Berne-Knox-Westerlo CSD developed grade and subject pre and post assessments
Teachers of grades 4-8 ELA & Math who do not receive a state provided growth score	State Assessment	4-8 ELA & Math State Assessments

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.	Teachers and their building principals will collaboratively develop individual growth targets based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of students will demonstrate growth by meeting the growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of students will demonstrate growth by meeting the growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, some students will demonstrate growth by meeting the growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, few students will demonstrate growth by meeting the growth 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/12186/1058663-TXEtxx9bQW/Growth Measure.docx

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.

None

2.13) Teachers with more than one growth measure

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

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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	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD Developed 4th Grade ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD Developed 5th Grade ELA Assessment
6	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD Developed 6th Grade ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD Developed 7th Grade ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD Developed 8th Grade ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers and their building principals will collaboratively develop individual achievement targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.

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	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD Developed 4th Grade Math Assessment
5	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD Developed 5th Grade Math Assessment
6	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD Developed 6th Grade Math Assessment
7	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD Developed 7th Grade Math Assessment
8	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD Developed 8th Grade Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers and their building principals will collaboratively develop individual achievement targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.

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/12149/1058664-rhJdBgDruP/Growth Local Value Added.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth

subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. 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	Berne-Knox-Westerlo CSD -developed Kindergarten ELA assessment.
1	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed 1st Grade ELA assessment.
2	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed 2nd Grade ELA assessment.
3	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD Developed 3rd Grade ELA Assessment

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.	Teachers and their building principals will collaboratively develop individual achievement targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.

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	Berne-Knox-Westerlo CSD -developed Kindergarten Math assessment.
1	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed 1st grade Math assessment.
2	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed 2nd grade Math assessment.
3	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD Developed 3rd Grade Math Assessment

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.	Teachers and their building principals will collaboratively develop individual achievement targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed 6th grade science assessment.
7	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed 7th grade science assessment.

8	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed 8th grade science assessment.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and their building principals will collaboratively develop individual achievement targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed 6th grade Social Studies assessment.
7	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed 7th grade Social Studies assessment.
8	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed 8th grade Social Studies assessment.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and their building principals will collaboratively develop individual achievement targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed Global 1 assessment.
Global 2	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed Global 2 assessment.
American History	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed American History assessment.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and their building principals will collaboratively develop individual achievement targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	Based on the District's goals and priorities, some students will demonstrate achievement at targeted levels as evaluated by the

grade/subject.	assessments specified for each group of teachers.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.

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	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed Living Environment assessment.
Earth Science	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed Earth Science assessment.
Chemistry	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed Chemistry assessment.
Physics	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed Physics assessment.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and their building principals will collaboratively develop individual achievement targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.

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	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed Algebra 1 assessment.
Geometry	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed Geometry assessment.
Algebra 2	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed Algebra 2 assessment.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and their building principals will collaboratively develop individual achievement targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District’s goals and priorities, a large majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District’s goals and priorities, a majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District’s goals and priorities, some students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District’s goals and priorities, few students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment

Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed Grade 9 ELA assessment.
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed Grade 10 ELA assessment.
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Berne-Knox-Westerlo CSD -developed Grade 11 ELA assessment.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and their building principals will collaboratively develop individual achievement targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.

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
AIS ELA/AIS Math	5) District/regional/BOCES–developed	Berne-Knox-Westerlo CSD -developed AIS ELA/AIS Math assessment.

English/Math Skills	5) District/regional/BOCES–developed	Berne-Knox-Westerlo CSD -developed English/Math Skills assessment.
All other teachers/grades/subjects not named above	5) District/regional/BOCES–developed	Berne-Knox-Westerlo CSD -developed Course Specific assessment.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and their building principals will collaboratively develop individual achievement targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers.

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/12149/1058664-y92vNseFa4/Growth Local Value Added.docx

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.

None

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.

If teachers have more than one local measure of student achievement, the measures will each earn a score from 0-20 points, or 0-15 points, if value-added measures were used in computing their SLO, which will be weighted proportionately based on the number of students in each Local Achievement Measure. Normal rounding rules will apply.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Wednesday, April 09, 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	Danielson's Framework for Teaching (2013 Revised Edition)

Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	35
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	25

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, 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.

Scores will be reported in whole numbers using normal rounding rules, and the scoring will be done in a manner to ensure rounding will not result in movement between HEDI categories. See upload for a complete scoring process.

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

assets/survey-uploads/12179/1058665-eka9yMJ855/BKW Task 4 Upload.docx

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 rating is determined for each indicator under each of the 4 domains on the Danielson's Framework for Teacher (2013). Each rating score for each domain on the rubric will then be multiplied by a weighted factor. Each resulting weighted column is then added, resulting in a total number of points out of a possible 35. This score is then added to the 25 possible points earned in the Additional Multiple Measures. A total score of 56-60 is highly effective.
Effective: Overall performance and results meet NYS Teaching Standards.	A rating is determined for each indicator under each of the 4 domains on the Danielson's Framework for Teacher (2013). Each rating score for each domain on the rubric will then be multiplied by a weighted factor. Each resulting weighted column is then added, resulting in a total number of points out of a possible 35. This score is then added to the 25 possible points earned in the Additional Multiple Measures. A total score of 49-55 is effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A rating is determined for each indicator under each of the 4 domains on the Danielson's Framework for Teacher (2013). Each rating score for each domain on the rubric will then be multiplied by a weighted factor. Each resulting weighted column is then added, resulting in a total number of points out of a possible 35. This score is then added to the 25 possible points earned in the Additional Multiple Measures. A total score of 40-48 is developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A rating is determined for each indicator under each of the 4 domains on the Danielson's Framework for Teacher (2013). Each rating score for each domain on the rubric will then be multiplied by a weighted factor. Each resulting weighted column is then added, resulting in a total number of points out of a possible 35. This score is then added to the 25 possible points earned in the Additional Multiple Measures. A total score of 0-39 is ineffective.

Provide the ranges for the 60-point scoring bands.

Highly Effective	56-60
Effective	49-55
Developing	40-48
Ineffective	0-39

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	2
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Friday, March 21, 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	56-60
Effective	49-55
Developing	40-48
Ineffective	0-39

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, March 21, 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/5265/129415-Df0w3Xx5v6/BKW TIP form.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

A. Teacher Request for Supporting Documents:

Within five (5) school days of receipt of the APPR, a teacher may request, in writing that the administrator issuing the APPR provide to the teacher a copy of any and all documents and written materials upon which the APPR was based. The authoring administrator shall provide all such documents to the teacher and the BKWTA President within five school days of the request. Only materials provided in response to this request shall be considered in the deliberations as to the validity of the APPR.

B. Right to Appeal:

Only teachers who receive an APPR rating of "ineffective" or "developing" may appeal their APPR through the procedure herein. A teacher may file only one appeal from a single APPR. Appeals are allowed for all grounds listed in Education Law 3012-c.
C. Filing of Appeal:

A teacher may file a written appeal of the APPR within ten (10) school days of the receipt of the requested supporting documents. Any appeal shall be filed with the administrator who issued the APPR. A copy of this appeal will also be provided to the Superintendent. The written appeal document must clearly identify the grounds for appeal and shall explain, in detail why the appealing teacher believes the APPR should be modified.

D. Evaluator's Obligation

Within five (5) school days of receipt of an appeal, the administrator who issued the APPR must submit a written response to the appeal to the teacher and Superintendent of Schools. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The Superintendent of Schools shall then forward the written response to the APPR Appeals Committee within five (5) school days.

E. Review by APPR Appeals Committee:

Appeals shall be referred for consideration by the APPR Appeals Committee, a standing committee made up of two administrators from within the District appointed by the Superintendent of Schools, and two tenured teachers from within the District appointed by the president of the BKWTA. All members of the committee shall be required to complete the training required of lead evaluators under the APPR regulations. The parties agree that in the event the work of the committee would require a member of the committee to consider an appeal from an APPR that the committee member authored, the appeal is made by a committee member, or if a member of the committee wishes to be excused from consideration of any appeal, the appealing teacher shall have the following options:

• They may have the appeal considered by a subcommittee of one administrator and one teacher; or
• They may have the appeal considered by the remaining members of the committee and a substitute member selected, for that appeal only.
The committee member must exercise this option at the beginning of the process. Once the process has started, it is the professional obligation of the committee member to complete the process.

The Superintendent of Schools shall select a substitute administrator in the event an administrator is excused, or the president of the BKWTA in the event a teacher is excused. While substituting administrators must have completed the training required of lead evaluators under the APPR regulation, such training shall not be required of substituting teachers.

The APPR Appeals Committee shall convene to consider the appeal within ten (10) school days of receipt of the appeal and written response and must render a decision or recommendation within five (5) school days of this meeting. A copy of the decision shall be provided to the teacher and the administrator responsible for issuing the annual teacher evaluation or Teacher Improvement Plan. The entire appeals process consists of a review of evidence. It is not a hearing. No testimony will be taken or provided. However, this does not preclude the APPR Appeals Committee from asking clarifying questions, as necessary. It shall be the duty of the APPR Appeals Committee to answer the question, "Has the teacher demonstrated that the APPR should be modified?" In the course of answering this question, the committee may consider claim of procedural violations and shall determine whether the claimed violations are significant enough to modify the APPR.

F. Determination of Appeal:

The APPR Appeals Committee must reach a majority decision to either uphold or modify the evaluation within five (5) school days of this meeting. The decision of the four members is final.

If the APPR Appeals Committee fails to reach a majority decision, the APPR Appeals Committee shall write a brief statement setting

forth and explaining each member's recommendation for disposition of the appeal. This statement does not have to state the author of each recommendation. The APPR Appeals Committee's brief statement, together with the full record of the appeal, shall then be forwarded to a Review Committee within five (5) school days of issuing the statement.

The Review Committee shall be made up of two educators not employed at the District. On an annual basis on or before September 1, two outside educators shall be jointly selected and appointed by the Superintendent of Schools and the President of the BKWTA to serve on such committee, if needed. The willingness and availability of the outside educators to serve on the Review Committee, if needed during the following school year, shall be confirmed prior to such annual appointment. The cost of any compensation for such committee members shall be borne equally by the District and the BKWTA. The Review Committee shall review such recommendation and make a final, written determination within ten (10) school days of receipt of the record from the APPR Appeals Committee. The decision of the Review Committee shall be in writing together with the full record of the appeal. This decision shall be final and there shall be no further appeal available.

If the Review Committee is unable to make a consensus recommendation, then within ten (10) school days of receipt of the record the Review Committee shall write a brief statement setting forth and explaining each member's recommendation for disposition of the appeal. This statement, together with the full record of the appeal shall be forwarded to the Superintendent within ten (10) school days. The Superintendent shall review such recommendation and make a final, written determination within ten (10) school days of receipt of the record from the Review Committee. This decision shall be final and there shall be no further appeal available.

G. Exclusivity of §3012-c Appeal Procedure: The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher APPR or claimed violations of the substantive requirements of the APPR process.

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

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

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review consistent with Education Law §3012-c and implementing regulations. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will directly correlate to any and all rubrics chosen for teacher and principal evaluation including evidence based observation, inter-rater reliability and scoring consistent with this plan.

The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed the appropriate training. The Superintendent will maintain records of certification of evaluators.
Evaluator training will occur regionally in cooperation with Capital Region BOCES. Training will be conducted by Capital Region BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED throughout the school year.
The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.
This training will include the following Requirements for Lead Evaluators/Evaluators:
• New York State Teaching Standards and ISLLC Standards
• Evidence based observation
• Application and use of Student Growth Percentile and Value Added Growth Model data
• Application and use of the State-approved teacher or principal rubrics
• Application and use of any assessment tools used to evaluate teachers and principals
• Application and use of State-approved locally selected measures of student achievement
• Use of Statewide instructional Reporting System
• Scoring methodology used to evaluate teachers and principals
• Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.

Lead Evaluator/Responsibilities

To the extent possible, the lead evaluators shall be the Superintendent, each Principal and the Director of Special Education. Lead Evaluators will be trained and certified as a lead evaluator according to SED's model to ensure consistency and defensibility.

The Board of Education will certify lead evaluators consistent with State requirements.

The Lead Evaluators will train and certify all evaluators in the District based on the same model. All trained evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.

Timing

For the 2012-2013 school year and thereafter, all lead evaluators shall be appropriately trained and certified by September 1st of each school year or thirty (30) days after appointment.

Re-Certification and Updated Training

The District will work to ensure that lead evaluators are re-certified each year and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. Training will consist of a minimum of 6 hours per year.

Assurances:
This training will include the following Requirements for Lead Evaluators/Evaluators:
• New York State teaching Standards, and their related elements and performance indicators;
• Leadership Standards and their related functions, as applicable;
• Evidence-based observation techniques that are grounded in research;
• Application and use of Student Growth Percentile Model and Value Added Growth Model;
• Application and use of the State-approved teacher or principal rubrics, including training on the effective application of such rubrics to observe a teacher or principal's practice;
• Application and use of any assessment tools used to evaluate teachers and principals;
• Application and use of State-approved locally selected measures of student achievement;
• Use of Statewide Instructional Reporting System;
• Scoring methodology used by the Department and/or the District or BOCES to evaluate a teacher or principal under this APPR plan, including how scores are generated for each subcomponent and the composite effectiveness scores 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; and
• Specific considerations in evaluating teachers and principals of ELLs and students with disabilities.
• Inter-rate reliability will be maintained over time.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building

principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

6.7) Assurances -- Data | Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data | Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

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

Created Tuesday, April 30, 2013
Updated Tuesday, November 04, 2014

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

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

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

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

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

Pre-K-6
7-12
No response
No response
No response
No response
No response

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

Please check the boxes below:

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

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

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

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

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

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

None

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Monday, December 08, 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-6	(d) measures used by district for teacher evaluation	K-6 Berne Knox Westerlo Developed ELA & Math
7-12	(d) measures used by district for teacher evaluation	All NYS Regents Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Principals in collaboration with the Superintendent will analyze baseline data and establish individual growth targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets. If students in Common Core Courses are taking both NYS Algebra or Geometry Regents assessments, principals will use the higher of the two assessment scores. For ELA in 2014-15 we will only administer the comprehensive regents. Thereafter students will be enrolled in common core classes and will only take the common core Regents.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate growth and meet target growth in the areas of language arts and math as evaluated by the results of the local assessments or the regents assessments administered in the building.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate growth and meet target growth in the areas of language arts and math as evaluated by the results of the local assessments or the regents assessments administered in the building.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate growth and meet target growth in the areas of language arts and math as evaluated by the results of the local assessments or the regents assessments administered in the building.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate growth and meet target growth in the areas of language arts and math as evaluated by the results of the local assessments or the regents assessments administered in the building.

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/12190/1058669-qBFVOWF7fC/Growth Local Value Added.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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a 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.

None

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.

(No response)

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 Monday, March 24, 2014

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9.1) Principal Practice Rubric

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

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

9.1) Principal Practice Rubric | Rubric	Multidimensional Principal Performance Rubric

Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Assigning Points and Determining HEDI Ratings:
The following steps outline the process used to calculate the HEDI principal evaluation score. See attached Rubric Conversion Chart. The score aggregates principal's rating across observed elements with the framework to result in a single score.
1. Determine the rating for each element under each of the 6 domains on the Multidimensional Principal Performance Rubric. Ratings will be converted to numeric values as follows:
Highly Effective = 4
Effective = 3
Developing = 2
Ineffective = 1
2. An average will score of 1-4 will be calculated for each domain. At the end of the year all 1-4 ratings from multiple observations will be averaged.
3. In order to determine the overall point value an average will be calculated based on the points earned for the 6 domains. Each domain will be weighted equally.
4. This overall rubric raw score will be converted to a 60 point score using the HEDI conversion table.

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

assets/survey-uploads/5143/129464-pMADJ4gk6R/APPR Principals Other Measures HEDI Scale Revised.docx

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

Highly Effective: Overall performance and results exceed standards.	Overall performance and results exceed standards
Effective: Overall performance and results meet standards.	Overall performance and results meet standards
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet standards
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet standards

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Friday, February 28, 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	50-56
Ineffective	0-49

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

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

Overall Composite Score
Highly Effective
22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Friday, March 21, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/257772-Df0w3Xx5v6/BKW PIP form.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

A. Principal Request for Supporting Documents:

Within five (5) school days of receipt of the APPR, a principal may request, in writing that the Superintendent provide to the principal a copy of any and all documents and written materials upon which the APPR was based. The Superintendent shall provide all such documents to the principal and within five (5) school days of the request. Only materials provided in response to this request shall be considered in the deliberations as to the validity of the APPR.

B. Right to Appeal:

Only principals who receive an APPR rating of “ineffective” or “developing” may appeal their APPR through the procedure herein. A principal may file only one appeal from a single APPR. Appeals are allowed for all grounds listed in Education Law 3012-c.

C. Filing of Appeal:

A principal may file a written appeal of the APPR within ten (10) school days of the receipt of the requested supporting documents. Any appeal shall be filed with the Superintendent of Schools. The written appeal document must clearly identify the grounds for appeal and shall explain, in detail why the appealing principal believes the APPR should be modified.

D. Review by a Superintendent:
An independent superintendent from a regional committee of superintendents will be forwarded the appeal within ten (10) school days. The independent superintendent will consider the appeal and render a decision within fifteen (15) school days of receipt of the appeal. A copy of the decision shall be provided to the principal and the Superintendent. The entire appeals process consists of a review of evidence. It is not a hearing. No testimony will be taken or provided. However, this does not preclude the independent superintendent from asking clarifying questions, as necessary.

The decision of the independent superintendent shall be final and there shall be no further appeal available.

E. Exclusivity of §3012-c Appeal Procedure: The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal APPR or claimed violations of the substantive requirements of the APPR process.

Tenured principals with a pattern of ineffective teaching or performance may be charged with incompetence and considered for termination through an expedited hearing process.

The District retains its rights with respect to termination of probationary principals for statutorily and constitutionally permissible reasons other than the performance of the principal, including but not limited to misconduct.

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

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

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual’s performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will directly correlate to any and all rubrics chosen for teacher and principal evaluation.

The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed the appropriate training. The Superintendent will maintain records of certification of evaluators.
Evaluator training will occur regionally in cooperation with Capital Region BOCES. Training will be conducted by Capital Region BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Training will be completed by BOCES over a course of five days.
The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

Lead Evaluator/Responsibilities

To the extent possible, the lead evaluators shall be the Superintendent, each Principal and the Director of Special Education. Lead Evaluators will be trained and certified as a lead evaluator according to SED's model to ensure consistency and defensibility.

The Lead Evaluators will train and certify all evaluators in the District based on the same model. All trained evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.

Timing

For this school year and thereafter, all lead evaluators shall be appropriately trained and certified by September 1st of each school year or thirty (30) days after appointment.

Re-Certification and Updated Training

The District will work to ensure that lead evaluators are re-certified each year and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

Assurances:
This training will include the following Requirements for Lead Evaluators/Evaluators:
• New York State teaching Standards, and their related elements and performance indicators;
• Leadership Standards and their related functions, as applicable;
• Evidence-based observation techniques that are grounded in research;
• Application and use of Student Growth Percentile Model and Value Added Growth Model;
• Application and use of the State-approved teacher or principal rubrics, including training on the effective application of such rubrics to observe a teacher or principal's practice;
• Application and use of any assessment tools used to evaluate teachers and principals;
• Application and use of State-approved locally selected measures of student achievement;
• Use of Statewide Instructional Reporting System;
• Scoring methodology used by the Department and/or the District or BOCES to evaluate a teacher or principal under this APPR plan, including how scores are generated for each subcomponent and the composite effectiveness scores 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; and
• Specific considerations in evaluating teachers and principals of ELLs and students with disabilities.
• Inter-rate reliability will be maintained over time.

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 Monday, December 08, 2014

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/1058673-3Uqgn5g9Iu/4 9 14 Signature Page20141208143708.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.

Growth Measure

Percentage of Students Making Target	Points
96.70-100.00	20
90.00-96.69	19
83.30-89.99	18
80.00-83.29	17
76.70-79.99	16
73.30-76.69	15
70.00-73.29	14
66.70-69.99	13
63.30-66.69	12
60.00-63.29	11
56.70-59.99	10
50.00-56.69	9
40.00-49.99	8
33.30-39.99	7
30.00-33.29	6
26.70-29.99	5
23.30-26.69	4
20.00-23.29	3
13.30-19.99	2
6.70-13.29	1
0.00-6.69	0

Growth and Local Measures

Percentage of Students Making Target	Points
96.70-100.00	20
90.00-96.69	19
83.30-89.99	18
80.00-83.29	17
76.70-79.99	16
73.30-76.69	15
70.00-73.29	14
66.70-69.99	13
63.30-66.69	12
60.00-63.29	11
56.70-59.99	10
50.00-56.69	9
40.00-49.99	8
33.30-39.99	7
30.00-33.29	6
26.70-29.99	5
23.30-26.69	4
20.00-23.29	3
13.30-19.99	2
6.70-13.29	1
0.00-6.69	0

Percentage of Students Making Target	Points
0-6.25	0
6.26-12.51	1
12.52-18.77	2
18.78-25.03	3
25.04-31.29	4
31.30-37.55	5
37.56-43.81	6
43.82-50.07	7
50.08-56.33	8
56.34-62.59	9
62.60-68.85	10
68.86-75.11	11
75.12-81.37	12
81.38-87.63	13
87.64-93.89	14
93.90-100.00	15

Growth and Local Measures

Percentage of Students Making Target	Points
96.70-100.00	20
90.00-96.69	19
83.30-89.99	18
80.00-83.29	17
76.70-79.99	16
73.30-76.69	15
70.00-73.29	14
66.70-69.99	13
63.30-66.69	12
60.00-63.29	11
56.70-59.99	10
50.00-56.69	9
40.00-49.99	8
33.30-39.99	7
30.00-33.29	6
26.70-29.99	5
23.30-26.69	4
20.00-23.29	3
13.30-19.99	2
6.70-13.29	1
0.00-6.69	0

Percentage of Students Making Target	Points
0-6.25	0
6.26-12.51	1
12.52-18.77	2
18.78-25.03	3
25.04-31.29	4
31.30-37.55	5
37.56-43.81	6
43.82-50.07	7
50.08-56.33	8
56.34-62.59	9
62.60-68.85	10
68.86-75.11	11
75.12-81.37	12
81.38-87.63	13
87.64-93.89	14
93.90-100.00	15

Processes for Assigning Points: The Process by which points are assigned in subcomponents and the scoring ranges for the subcomponents is as follows:

Area of Review	Points Assigned (if applicable)
Multiple classroom observations by principal or other trained administrator	35
Additional Multiple Measures	25

Classroom Observations will be based on a point allocation of 35 possible points. If an item is observed more than once, then an average of the item will be taken.

The fourth domain of the Danielson's Framework for Teaching (2013) will be used to evaluate the components of practice beyond classroom instructions with students. These components are broadly defined as "professional responsibilities" and include teacher reflection, maintaining accurate records, communication with families, contributions to school and district, professional growth, advocacy, and collaboration with colleagues.

Evidence collected through observation and artifacts collected over the school year will determine the number of points earned (Out of a possible 5 points) based on the Danielson Framework's domain 4.

Danielson's Framework for Teaching (2013)	Ineffective	Developing	Effective	Highly Effective	Total Points
Domain 1 (6 categories)	1	2	3	4	24
Domain 2 (5 categories)	1	2	3	4	20
Domain 3 (5 categories)	1	2	3	4	20
Domain 4 (6 categories)	1	2	3	4	24

None of the evidence considered in the Observation component will be used in the Additional Multiple Measures component.

Assigning Points and Determining HEDI Ratings: The following steps outline the process used to calculate the HEDI teacher evaluation score. The score aggregates teacher's rating across observed elements within the framework to result in a single score. Note: If a teacher receives an ineffective in each component of a domain, that domain will receive a score of 0.

1. Each category in each Domain (I-IV) will be rated on a 1-4 scale as follows: Ineffective 1-1.5, Developing 2-2.5, Effective 3-3.5, Highly Effective 4. The administration can award the highest point value if a teacher shows most if not all critical attributes within a category. The total score for **each** Domain will be rounded to the hundredths place.

2. The scores for Domain I, II, and III will be totaled then multiplied by a conversion factor of: **0.46875**. This conversion factor will give the teacher a total score (for Domains I, II, and III) out of 30 points.

3. The scores for Domain IV will be totaled then multiplied by a conversion factor of: **0.20833**. This conversion factor will give the teacher a total score (for Domain IV) out of 5 points.

4. The teacher's score from Domains I, II, and III are then added to their score from Domain IV, resulting in the teacher's overall score out of 35 points.

5. This score is then added to the 25 possible points earned in the additional multiple measures. The scoring of the multiple measures and the categories are explained below.

a. **Additional Multiple Measures**: Each of these options is aligned with Danielson Rubric. These measures are to be used to establish a teacher's contribution to the community and dedication to his or her profession. These measures encourage teachers to engage in their jobs meaningfully and effectively. Teachers should use these measures as a tool to encourage participation leading to full credit whenever possible.

Teachers will combine three categories each school year to reach a sum of 25 possible points. The choices of categories will be documented in the teacher's professional plan that is established at the beginning of the school year. In that professional plan the teacher will select two categories to count for 10 points each, and one category to count for 5 points. The evidence of completion of "additional measures" will be submitted by the teacher to the evaluator no later than May 15th. The categories are as follows:

1. Observation of/by Peer
2. Structured Review of Lesson Plans
3. Student Portfolios and/or other teaching artifacts
4. Personal Reflection: Narrative
5. Committees
6. Community Service: Service to BKW students outside of school day
7. Involvement in Professional Development Opportunities

Please see rubrics below for these additional multiple measures.

Additional Multiple Measures

<u>Note:</u> The rubrics below are set up to define the distribution of points when the teacher chooses to use a category for 10 points. The options provided below are all aligned with Domain IV of the Danielson Rubric. If a teacher chooses to use one of the categories below for 5 points the point distribution within the rubric will be as follows:

Ineffective - 0 points
Developing – 1 point
Effective – 3 points
Highly Effective – 5 points

OBSERVATION OF/BY PEER (10 points)			
INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
Teacher fails to make any observation of any other teacher's class. or Teacher fails to be observed by another Teacher.	Teacher engages in an observation of another teacher's class (or is observed by another Teacher), but there is no conversation about what was learned.	Teacher engages in an observation of another class (or has a class observed by another Teacher), but there is no formal follow up or conversation afterward.	Teacher engages in an observation of at least two other classes (or the Teacher has at least two of their classes observed by another Teacher) , assesses best practices and then demonstrates evidence of applying those practices in his/her own teaching. The teacher will not disclose the names or linkages between the observed teachers and his/her evaluation of their best practices.
STRUCTURED REVIEW OF LESSON PLANS (10 points)			
INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
No lesson plans are available for an administrator.	Teacher hands in incomplete lesson plans or lesson plans that cannot be evaluated.	Administrator reviews the lesson plans, but no conversation ensues. Criteria for evaluation are left up to the administrator.	Lesson plans are reviewed by an administrator and evaluated by criteria agreed upon by both administrator and teacher. A productive conversation ensues based on the review, leading to effective suggestions for changes in instruction.
STUDENT PORTFOLIOS AND/OR OTHER TEACHING ARTIFACTS (10 points)			
INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
No artifacts are available.	Teacher has some portfolios or artifacts, but does not use them for anything in particular.	Teacher collects some portfolios/artifacts from some students to use as exemplars.	Teacher collects portfolios/artifacts from majority of students from at least one activity during the year and can demonstrate exemplary examples of the assignment.
COMMITTEE PARTICIPATION (10 points)			
INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)

Teacher refuses to attend any meeting outside of his or her basic professional duties.	Teacher agrees to participate in a committee when asked, but does not contribute or attend regularly.	Teacher volunteers to participate in a committee but does not attend regularly and does not contribute substantially.	Teacher volunteers to participate in at least one committee and substantially contributes to the effective work of the committee.
COMMUNITY SERVICE TO STUDENTS (10 points)			
INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
Teacher refuses to participate in any events outside of school.	Teacher agrees to participate in one activity and only under duress.	Teacher volunteers to participate in activities but only rarely, and only when asked.	Teacher volunteers in a substantial activity involving students such as but not exclusively: coaching, advising clubs, chaperoning, directing plays or musicals, food drives, poetry readings, etc.
PERSONAL REFLECTION NARRATIVE (10 points)			
INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
No narrative is written.	Teacher writes a reflection, but it is unreadable or off topic.	Teacher writes a narrative reflection, but the details are sketchy and conclusions are nebulous.	Teacher engages in a significant consideration of events from the year and is able to communicate clearly how his or her year went. This may be based on various sources of feedback or from simple self reflection. Narrative is detailed and demonstrates genuine engagement in the process.
INVOLVEMENT IN PROFESSIONAL DEVELOPMENT OPPORTUNITIES (10 points)			
INEFFECTIVE (0)	DEVELOPING (3)	EFFECTIVE (7)	HIGHLY EFFECTIVE (10)
No Professional development activities are attended. No signs of professional development strategies are implemented by the teacher.	Minimal professional development activities are attended. Minimal professional development strategies are implemented by the teacher.	Teacher participates in professional development opportunities. No communication with administration in regards to how the professional development accomplished and implemented. No written plan of action. Profession development strategies are implemented by the teacher.	Teacher participates in professional development opportunities and implements strategies effectively. Teacher provides a written plan of action as well as a narrative explaining the effectiveness and of the process. Profession development strategies are implemented by the teacher.

Berne-Knox-Westerlo Central School District
Teacher Improvement Plan
Form

Date/ Pre conference_____ Date/ Observation____ Review Mtg Dates: _____ _____

TIP Committee Members:_____

Standards Chosen For Further Development	Desired Change	Supervisor Responsibilities	Evidence of Change	Timeline For Completion	Indicators Of Success *Use tangible or visible indicators to determine success for the chosen standard	Improvements Made & Documented

Resources to be provided:

Supervisor Signature:_____ Date_____

Teacher Signature:_____ Date_____

Teacher Improvement Plan (TIP) cont.

Plan Modifications:

Plan Summary Comments:

Supervisor Signature:_____ Date_____

Teacher Signature:_____ Date_____

Growth and Local Measures

Percentage of Students Making Target	Points
96.70-100.00	20
90.00-96.69	19
83.30-89.99	18
80.00-83.29	17
76.70-79.99	16
73.30-76.69	15
70.00-73.29	14
66.70-69.99	13
63.30-66.69	12
60.00-63.29	11
56.70-59.99	10
50.00-56.69	9
40.00-49.99	8
33.30-39.99	7
30.00-33.29	6
26.70-29.99	5
23.30-26.69	4
20.00-23.29	3
13.30-19.99	2
6.70-13.29	1
0.00-6.69	0

Percentage of Students Making Target	Points
0-6.25	0
6.26-12.51	1
12.52-18.77	2
18.78-25.03	3
25.04-31.29	4
31.30-37.55	5
37.56-43.81	6
43.82-50.07	7
50.08-56.33	8
56.34-62.59	9
62.60-68.85	10
68.86-75.11	11
75.12-81.37	12
81.38-87.63	13
87.64-93.89	14
93.90-100.00	15

APPR Other Measures of Effectiveness HEDI Scale

Rubric Raw Score to HEDI Conversion Table

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted Score for Other Measures of Effectiveness
Highly Effective	59-60	3.76-4.00	60
		3.51-3.75	59
Effective	57-58	3.26-3.50	58
		2.51-3.25	57
Developing	50-56	2.40-2.50	56
		2.25-2.39	55
		2.10-2.24	54
		1.95-2.09	53
		1.80-1.94	52
		1.65-1.79	51
		1.51-1.64	50
Ineffective	0-49	1.49-1.50	49
		1.48	48
		1.47	47
		1.46	46
		1.45	45
		1.44	44
		1.43	43
		1.42	42
		1.41	41
		1.4	40
		1.39	39
		1.38	38
		1.37	37
		1.36	36
		1.35	35
		1.34	34
		1.33	33
		1.32	32
		1.31	31
		1.3	30
		1.29	29
		1.28	28
		1.27	27
		1.26	26
		1.25	25
		1.24	24
		1.23	23
		1.22	22
		1.21	21
		1.2	20
		1.19	19
		1.18	18
		1.17	17
		1.16	16
		1.15	15
		1.14	14
		1.13	13
		1.12	12
		1.11	11
		1.1	10
		1.09	9
		1.08	8
		1.07	7
		1.06	6
		1.05	5
		1.04	4
		1.03	3
		1.02	2
		1.01	1
		1	0

Berne-Knox-Westerlo Central School
Principal Improvement Plan
Form

Name of Principal: _____

The PIP is a structured plan designed to identify specific concerns in instruction and outline a plan of action to address these concerns. The purpose of a PIP is to assist principals in working to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.

The PIP will set specific time periods for achieving goals. During the PIP time period, the initiating administrator as well as other mutually agreed upon certified evaluator(s) shall observe the principal in question. Using the form included in this section, the following shall be identified:

- Identify Areas of Improvement:

- Identify Timeline for Improvement:

- Identify How Improvement will be Assessed:

- Identify Differentiated Activities to Support Improvement:

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

Signatures, dates

Superintendent Signature: Date:

Lonnie E. Palmer 4/9/14

Teachers Union President Signature: Date:

Kelly Smith 4/9/14

Administrative Union President Signature: Date:

4/9/14

Board of Education President Signature: Date:

Joan Adriance 4/9/14