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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December 23, 2013

Revised

Lloyd Peck, Superintendent
Chenango Forks Central School District
1 Gordon Drive
Binghamton, NY 13901

Dear Superintendent Peck:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Allen D. Buyck

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Saturday, September 07, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 030101060000

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

030101060000

1.2) School District Name: CHENANGO FORKS CSD

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

CHENANGO FORKS CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Monday, November 18, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:
State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:
District-determined assessments from list of State-approved 3rd party assessments; or

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 Science Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 Science Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 Science 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.	See attached
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 Science Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 Science Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 Science 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.	See attached
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached

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

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	See attached
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached
Effective (9 - 17 points) Results meet District goals for similar students.	See attached.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached

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	School-/BOCES-wide group/team results based on State assessments	NYS U.S. History, Living Environment, Geometry, NY State Comprehensive English and Common Core English Regents 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 will use the higher of the two assessment scores. Students who take courses that are aligned to the Common Core will take both the NY State Comprehensive English and Common Core English Regents Assessments.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached
Effective (9 - 17 points) Results meet District goals for similar students.	See attached.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached

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.	See attached

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached
Effective (9 - 17 points) Results meet District goals for similar students.	See attached.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will use the higher of the two assessment scores. Students who take courses that are aligned to the Common Core will take both the NY State Integrated Algebra Regents and the NY State Common Core Algebra Regents.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached
Effective (9 - 17 points) Results meet District goals for similar students.	See attached.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached

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	School-/BOCES-wide group/team results based on State assessments	NYS U.S. History, Living Environment, Geometry, Comprehensive English and Common Core English Regents Assessments
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS U.S. History, Living Environment, Geometry, Comprehensive English and Common Core English Regents Assessments
Grade 11 ELA	Regents assessment	NYS Comprehensive English and Common Core English Regents Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will use the higher of the two assessment scores. Students who take courses that are aligned to the Common Core will take both the NY State Comprehensive English and Common Core English Regents Assessments.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached
Effective (9 - 17 points) Results meet District goals for similar students.	See attached.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached

2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	All other courses (Grades 6-8) not listed above	School/BOCES-wide/group/ team results based on State	NYS Grade 8 Science Assessment
	All other courses (Grades k-5) not listed above	School/BOCES-wide/group/ team results based on State	NYS Grade 4 Science Assessment
	All other courses (Grades 9-12) not listed above	School/BOCES-wide/group/ team results based on State	NYS U.S. History, Living Environment, Geometry, NY State Comprehensive English and Common Core English Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will use the higher of the two assessment scores. Students who take courses that are aligned to the Common Core will take both the NY State Comprehensive English and Common Core English Regents Assessments.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached
Effective (9 - 17 points) Results meet District goals for similar students.	See attached.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached

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/12186/571271-TXEtxx9bQW/CF 2 11 11.18.13.doc

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013
Updated Wednesday, October 16, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grade 4 Science Assessment
5	6(ii) School wide measure computed locally	NYS Grade 4 Science Assessment
6	6(ii) School wide measure computed locally	NYS Grade 8 Science Assessment
7	6(ii) School wide measure computed locally	NYS Grade 8 Science Assessment
8	6(ii) School wide measure computed locally	NYS Grade 8 Science 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.	See attached
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

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	6(ii) School wide measure computed locally	NYS Grade 4 Science Assessment
5	6(ii) School wide measure computed locally	NYS Grade 4 Science Assessment
6	6(ii) School wide measure computed locally	NYS Grade 8 Science Assessment
7	6(ii) School wide measure computed locally	NYS Grade 8 Science Assessment
8	6(ii) School wide measure computed locally	NYS Grade 8 Science 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.	See attached
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

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

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.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grade 4 Science Assessment
1	6(ii) School-wide measure computed locally	NYS Grade 4 Science Assessment
2	6(ii) School-wide measure computed locally	NYS Grade 4 Science Assessment
3	6(ii) School-wide measure computed locally	NYS Grade 4 Science 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.	See attached
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grade 4 Science Assessment
1	6(ii) School-wide measure computed locally	NYS Grade 4 Science Assessment
2	6(ii) School-wide measure computed locally	NYS Grade 4 Science Assessment

3	6(ii) School-wide measure computed locally	NYS Grade 4 Science 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.	See attached
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Grade 8 Science Assessment
7	6(ii) School wide measure computed locally	NYS Grade 8 Science Assessment
8	6(ii) School wide measure computed locally	NYS Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Grade 8 Science Assessment
7	6(ii) School wide measure computed locally	NYS Grade 8 Science Assessment
8	6(ii) School wide measure computed locally	NYS Grade 8 Science 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.	See attached
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS U.S. History Regents Assessment, Living Environment Regents Assessment,Geometry Regents Assessments, NY State Comprehensive English and Common Core English Regents Assessment
Global 2	6(ii) School wide measure computed locally	NYS U.S. History Regents Assessment, Living Environment Regents Assessment,Geometry Regents Assessments, NY State Comprehensive English and Common Core English Regents Assessment
American History	6(ii) School wide measure computed locally	NYS U.S. History Regents Assessment, Living Environment Regents Assessment,Geometry Regents Assessments, NY State Comprehensive English and Common Core English Regents 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 will use the higher of the two assessment scores on the NY State Comprehensive English and Common Core English Regents Assessment. For students in Common Core courses, the district will administer both NYS English Regents assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS U.S. History Regents Assessment, Living Environment Regents Assessment,Geometry Regents Assessments, NY State Comprehensive English and Common Core English Regents Assessment
Earth Science	6(ii) School wide measure computed locally	NYS U.S. History Regents Assessment, Living Environment Regents Assessment,Geometry Regents Assessments, NY State Comprehensive English and Common Core English Regents Assessment
Chemistry	6(ii) School wide measure computed locally	NYS U.S. History Regents Assessment, Living Environment Regents Assessment,Geometry Regents Assessments, NY State Comprehensive English and Common Core English Regents Assessment
Physics	6(ii) School wide measure computed locally	NYS U.S. History Regents Assessment, Living Environment Regents Assessment,Geometry Regents Assessments, NY State Comprehensive English and Common Core English Regents 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 will use the higher of the two assessment scores on the NY State Comprehensive English and/or Common Core English Regents Assessment. For students in Common Core courses, the district will administer both NYS English Regents assessments.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS U.S. History Regents Assessment, Living Environment Regents Assessment,Geometry Regents Assessments, NY State Comprehensive English and Common Core English Regents Assessment
Geometry	6(ii) School wide measure computed locally	NYS U.S. History Regents Assessment, Living Environment Regents Assessment,Geometry Regents Assessments, NY State Comprehensive English and Common Core English Regents Assessment
Algebra 2	6(ii) School wide measure computed locally	NYS U.S. History Regents Assessment, Living Environment Regents Assessment,Geometry Regents Assessments, NY State Comprehensive English and Common Core English Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will use the higher of the two assessment scores on the NY State Comprehensive English and/or Common Core English Regents Assessment. For students in Common Core courses, the district will administer both NYS English Regents assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS U.S. History Regents Assessment, Living Environment Regents Assessment,Geometry Regents Assessments, NY State Comprehensive English and Common Core English Regents Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	NYS U.S. History Regents Assessment, Living Environment Regents Assessment,Geometry Regents Assessments, NY State Comprehensive English and Common Core English Regents Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	NYS U.S. History Regents Assessment, Living Environment Regents Assessment,Geometry Regents Assessments, NY State Comprehensive English and Common Core English Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will use the higher of the two assessment scores on the NY State Comprehensive English and/or Common Core English Regents Assessment. For students in Common Core courses, the district will administer both NYS English Regents assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other k-5 courses not listed above	6(ii) School wide measure computed locally	NYS Grade 4 Science Assessment
	All other 6-8 courses not listed above	6(ii) School wide measure computed locally	NYS Grade 8 Science Assessment
	All other 9-12 courses not listed above	6(ii) School wide measure computed locally	NYS U.S. History Regents Assessment, Living Environment Regents Assessment,Geometry Regents Assessments, NY State Comprehensive English and Common Core English Regents 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	Teachers will use the higher of the two assessment scores on the NY State Comprehensive English and/or Common Core English

subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Regents Assessment. For students in Common Core courses, the district will administer both NYS English Regents assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

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.

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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.

No response.

3.16) Assurances

Please check all of the boxes below:

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

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Tuesday, November 26, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Marshall's Teacher Evaluation Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)

Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers will be evaluated using the Marshall Rubric; said rubric will be scored by multiple observations, one (1) of which will be announced, along with the other observable data.

A total of 60 points will be based on observations and artifacts. During each observation, evidence will be collected for each sub-component of the rubric that is observed. Based on all of the sub-components that are observed, a rating will be assigned for each

domain of the rubric. Where a subcomponent is observed more than once, evidence for that sub-component will be collected each time. At the end of the year, a final score will be assigned for each sub-component using the 0-1 scale. The final rating and score for each subcomponent will be based on all of the evidence collected for that sub-component in addition to any artifacts submitted by the teacher. For those subcomponents of the rubric that are not observable, the 0-1 score will solely be based on artifacts provided by the teacher. If any sub-components are not observed, the scoring will be determined by multiplying the score divided by the number of sub-components that apply by 60 points. Normal rounding rules will be applied. At no event will rounding allow for a teacher's HEDI rating category to change.

The raw score shall be calculated by adding the rubric score and the artifacts score. Once the raw score is determined the following chart will be used to establish the scoring for the multiple measures.

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/12179/571273-eka9yMJ855/CF Review Room Teacher Other Meas 4 5 11.18.13.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.	Teacher clearly demonstrates pedagogy and professionalism which exceeds expectations.
Effective: Overall performance and results meet NYS Teaching Standards.	Teacher demonstrates pedagogy and professionalism which meets expectations.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teacher demonstrates pedagogy and/or professionalism which needs improvement to meet expectations.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teacher does not demonstrate pedagogy and/or professionalism which creates effective learning.

Provide the ranges for the 60-point scoring bands.

Highly Effective	58-60
Effective	55-57
Developing	50-54
Ineffective	0-49

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	0
4.6) Observations of Probationary Teachers | Informal/Short	5
4.6) Observations of Probationary Teachers | Enter Total	5

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?

- Not Applicable

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers | Formal/Long	0
4.7) Observations of Tenured Teachers | Informal/Short	5
4.7) Observations of Tenured Teachers | Total	5

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?

- Not Applicable

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

- In Person

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013
Updated Wednesday, September 25, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

Highly Effective	58-60
Effective	55-57
Developing	50-54
Ineffective	0-49

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

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

Overall Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above

91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Monday, December 16, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/571275-Df0w3Xx5v6/Teacher Improvement Plan 11.18.13.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:

Any Teacher receiving a rating of developing or ineffective for the Composite Score rating can appeal the determination of said rating in writing with the Superintendent within five (5) days of notification of the rating from the District based on the grounds enumerated

in Education Law 3012-c. The Superintendent will schedule a hearing within twenty (20) days of receipt of the written appeal. At this hearing, the appellant can produce whatever evidence the appellant deems appropriate to sustain the appeal. The burden of proof that the determination lacks the weight of the available evidence remains with the appellant. The appellant is entitled to representation at the hearing by an advocate determined by the Association. The Superintendent shall issue a decision in writing within five (5) days of the hearing based on the evidence produced and positions declared at the hearing. If no written decision is provided, the appeal shall be deemed sustained and the relevant scores and ratings re-determined.

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.

Evaluators will be trained in the nine elements defined by New York State teaching standards by attending training offered by the BT BOCES. All training consists of 3-5 sessions that are included in 6 to
10 days of training. In addition, evaluators will work collaboratively in administrative team meetings to review and analyze lessons, evidence-based post-observation documents and evidence of professional responsibilities according to the Marshall Rubric. Evaluators will utilize authentic evidence gathered during actual teacher observations and best practice, and will discuss and review the elements of the Marshall Rubric as they reflect on the New York State teaching standards. This training will ensure that inter-rater reliability is maintained over time.
All documentation of training and development activities will be kept on file in the District Office. Upon completion of training, the superintendent will recommend to the Board of Education individuals who are able to conduct evaluations. The Board of Education will certify those evaluators after receipt of the recommendation from the Superintendent.
Recertification will occur yearly after individuals have participated in the ongoing professional development activities.

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 Monday, July 29, 2013

Page 1

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

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

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

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

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

PK-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

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

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Not applicable		

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.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Wednesday, December 18, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growoth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	PK-5	(d) measures used by district for teacher evaluation	NYS Grade 4 Science Assessment
	6-8	(d) measures used by district for teacher evaluation	NYS Grade 8 Science Assessment
	9-12	(d) measures used by district for teacher evaluation	NYS U.S. History Regents Assessment, Living Environment Regents Assessment, Geometry Regents Assessment, NYS Comprehensive English Regents Assessment, NYS Common Core English Regents 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.	Principals will use the higher of the two assessment scores on the NYS Comprehensive English Regents Assessment and NYS Common Core English Regents Assessment. The district will administer both NYS English assessments to students in Common Core courses.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	see attached

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

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/12190/571277-qBFVOWF7fC/Review Room Item 8 1 Locally Selected Measures - Principals revised 12 18 13.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.

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

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

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Monday, November 18, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Each principal will receive an "Other Measures of Effectiveness Score" out of 60 possible points based on The Marshall Rubric. The Superintendent will make a minimum of two official visits to the principal's school and will collect evidence on the rubric domains throughout the year. Each of the six domains carries a ten point value. The total score for each of the domains is added to determine the overall score out of 60 possible points for the Other Measures sub-component.
Using the rubric, the superintendent will circle the descripter for each sub-components that best matches the principal’s performance. Using all of the evidence collected and observed over multiple school visits in addition to the artifacts that are collected, a HEDI rating and point value shall then be determined for each domain (out of 10 possible points) and then added together to achieve an overall score (out of 60 possible points) based on the rubric. Points will be assigned as indicated below. The Rubric shall be the NYSED-approved Marshall Rubric organized around the six (6) domains:
A. Diagnosis & Planning
B. Priority Management & Communication
C. Curriculum & Data
D. Supervision, Evaluation and Professional Development
E. Discipline & Family Development
F. Management and External Relations

The scoring will be sixty (60) points for the rubric as follows for each sub-component:

Highly Effective 1.00
Effective 0.75
Developing 0.50
Ineffective 0.00

The total of all scores for a principal on each sub-component will be the score for the principal in this 60 point section. If any sub-components are not observed, the scoring will be determined by multiplying the score divided by the number of sub-components that apply by 60 points. Artifacts which are to support the rubric will be detailed between the lead evaluator and the individual principal.

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/5143/138636-pMADJ4gk6R/Review Room Item 9.7 Other Measures of Effectiveness - Principals.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.	Point range 58-60 awarded for performance that exceeds ISLLC 2008 standards.
Effective: Overall performance and results meet standards.	Point range 55-57 awarded for performance that meets ISLLC 2008 standards.
Developing: Overall performance and results need improvement in order to meet standards.	Point range 50-54 awarded for performance that needs improvement to meet ISLLC 2008 standards.
Ineffective: Overall performance and results do not meet standards.	Point range 0-49 awarded for performance that do not meet ISLLC 2008 standards.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	55-57
Developing	50-54
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 Wednesday, September 25, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

Highly Effective	58-60
Effective	55-57
Developing	50-54
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 Wednesday, October 16, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/138647-Df0w3Xx5v6/Review Room Item 11.2 Principal Improvement Plan.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 OF INEFFECTIVE AND DEVELOPING RATINGS ONLY
Appeals of annual professional performance reviews should be limited to those who receive composite ratings of ineffective or developing only.
WHAT MAY BE CHALLENGED IN AN APPEAL
Appeal procedures are limited to the following subjects:
(1) The substance of the annual professional performance review;
(2) The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
(2) The adherence to the Commissioner's regulations, as applicable to such reviews;
(3) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
(4) The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal or principal improvement plan under Education Law §3012-c.
PROHIBITION AGAINST MORE THAN ONE APPEAL
A principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
BURDEN OF PROOF
The appealing party has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.
TIMEFRAME FOR FILING APPEAL
All appeals must be submitted in writing no later than 15 calendar days of the date when the principal receives his or her composite APPR rating or principal improvement plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.
When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.
TIMEFRAME FOR DISTRICT RESPONSE
Within 15 calendar days of receipt of an appeal, the school district staff member(s) who issued the performance review or are responsible for either the issuance and/or implementation of the terms of the principal's or principal's improvement plan must submit a detailed written response to the appeal.
The response must include any and all additional documents or written materials specific to the point(s) of disagreement in the 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 principal initiating the appeal shall receive a copy of the response and any and all additional information submitted with the response as soon as practicable but in no case later than one day after the response is filed.
DECISION-MAKER ON APPEAL
A decision shall be rendered by the BT BOCES District Superintendent.
DECISION
A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the principal filed his or her appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the response to the appeal and additional documentary evidence submitted with such response papers. Such decision shall be final.
The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the principal and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.
EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE
The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

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.

Lead evaluators will be trained in the nine elements defined by New York State teaching standards by attending training offered by the BT BOCES. All training consists of 3-5 sessions that are included in 6 to
10 days of training, 3-5 hours per day. In addition, evaluators will work collaboratively in administrative team meetings to review and analyze
lessons, evidence-based post-observation documents and evidence of professional responsibilities according to the Marshall Rubric.
Lead evaluators will utilize authentic evidence gathered during actual teacher observations and best practice, and will discuss and review the elements of the Marshall Rubric as they reflect on the New York State teaching standards.
All documentation of training and development activities will be kept on file in the District Office. Upon completion of training, the superintendent will recommend to the Board of Education individuals who are able to conduct evaluations.
Re-certification will occur yearly after individuals have participated in the ongoing professional development activities.
Re-certification will be done in house in concert with the BOCES network team.

For principals, Chenango Forks does not have evaluators, just lead evaluators.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of

the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Friday, December 20, 2013

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/571281-3Uqgn5g9Iu/20th signatures.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.

Chenango Forks Central School District
Review Room
State Growth or Comparable Measures
Item 2.10 & 2.11

State Growth or Comparable Measures

For the purpose of this article, "Composite (Effectiveness) Score" shall be defined as the sum of the three individual scores for the three (3) components of the APPR Evaluation:

- 20% "Value Added" (State Tests or Student Learning Objectives "SLO")
- 20% "Student Achievement" (Local Measures)
- 60% "Multiple Measures" (Rubric and Observations)

Under Education Law §3012-c, each teacher must receive a single Composite Score used to determine a rating of "highly effective," "effective," "developing," or "ineffective." As determined by NYSED, these ratings shall be determined as follows:

	Growth or comparable measure	Locally selected measures of student growth or achievement	Other measures of effectiveness (60 points)		Overall Composite Score
Highly Effective	18-20	18-20	58-60		91-100
Effective	9-17	9-17	55-57		75-90
Developing	3-8	3-8	50-54		65-74
Ineffective	0-2	0-2	0-49		0-64

	Growth or comparable measure	Locally selected measures of student growth or achievement	Other measures of effectiveness (60 points)		Overall Composite Score
Highly Effective	22-25	14-15	58-60		91-100
Effective	10-21	8-13	55-57		75-90
Developing	3-9	3-7	50-54		65-74
Ineffective	0-2	0-2	0-49		0-64

General Process for assigning HEDI points:

A pre-test will be administered at the beginning of the year (generally within the first 5 weeks) and a final examination or state assessment will be administered at the end of the class. All students on the roster will be expected to take the examinations. After the pre-test is administered and scored, the students' achievement on this baseline assessment will be determined. Teachers will then set a growth target of either 15% growth (15% growth from the pre-assessment score—i.e. a student who scores a 40 on the pre-assessment will be required to score a 46 on the final examination) or a minimum rigor expectation for growth of 80% (80 or higher on Regents exams) based on data driven rationale specific to each individual student. After the final examination or state assessment is administered, teachers will total the number of students meeting the target of either 15% growth or a minimum rigor expectation for growth of 80% (80 or higher on Regents exams). This number will be converted into a percentage of the entire class and HEDI ratings will be assigned as indicated below. Administrators will approve all growth targets set by teachers. All growth targets will be set by the end of October. Regardless of the option selected, all targets will be rigorous and comparable.

Where school-wide measures are indicated, HEDI points will be assigned based on the school-wide percentage of students who meet or exceed their growth targets.

3rd Grade (ELA and Math)/4th Grade Science/8th Grade Science:

Using historical data, individual growth targets will be set mutually between the principal and the teacher. HEDI points will be awarded based on the percentage of students meeting their individual growth targets.

Process for assigning HEDI points based on the percentage of students meeting growth targets:

Highly Effective: 81-100%

Effective: 65-80%

Developing: 51-64%

Ineffective: 0-50%

Percent of students meeting applicable growth target	**Rating**	**Non-value Added Score**
94% - 100%	**Highly Effective**	**20**

87% - 93%	**Highly Effective**	**19**
81% - 86%	**Highly Effective**	**18**
79% - 80%	**Effective**	**17**
76% - 78%	**Effective**	**16**
73% - 75%	**Effective**	**15**
71% - 72%	**Effective**	**14**
69% - 70%	**Effective**	**13**
68%	**Effective**	**12**
67%	**Effective**	**11**
66%	**Effective**	**10**
65%	**Effective**	**9**
62% - 64%	**Developing**	**8**
60% - 61%	**Developing**	**7**
58% - 59%	**Developing**	**6**
56% - 57%	**Developing**	**5**
54% - 55%	**Developing**	**4**
51% - 53%	**Developing**	**3**
41% - 50%	**Ineffective**	**2**
30% - 40%	**Ineffective**	**1**
0% - 29%	**Ineffective**	**0**

Level	Growth or Comparable Measures	Locally Selected Measures of Student growth or achievement
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.
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.
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.
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.

Chenango Forks Central School District
Review Room
Locally Selected Measures
Item 3.1 & 3.2 ELA and Math 4-8

Locally Selected Measures

For the purpose of this article, "Composite (Effectiveness) Score" shall be defined as the sum of the three individual scores for the three (3) components of the APPR Evaluation:

- 20% "Value Added" (State Tests and Student Learning Objectives "SLO")
- 20% "Student Achievement" (Local Measures)
- 60% "Multiple Measures" (Rubric and Observations)

Under Education Law §3012-c, each teacher must receive a single Composite Score used to determine a rating of "highly effective," "effective," "developing," or "ineffective." As determined by NYSED, these ratings shall be determined as follows:

	Growth or comparable measure	Locally selected measures of student growth or achievement	Other measures of effectiveness 60 points		Overall Composite Score
Highly Effective	18-20	18-20	58-60		91-100
Effective	9-17	9-17	55-57		75-90
Developing	3-8	3-8	50-54		65-74
Ineffective	0-2	0-2	0-49		0-64

	Growth or comparable measure	Locally selected measures of student growth or achievement	Other measures of effectiveness 60 points		Overall Composite Score
Highly Effective	22-25	14-15	58-60		91-100
Effective	10-21	8-13	55-57		75-90
Developing	3-9	3-7	50-54		65-74
Ineffective	0-2	0-2	0-49		0-64

The local score for math and ELA 4-8 will be determined by:
All teachers will collectively participate in creating one measure with building-wide targets. Targets will be based on student achievement on NYS assessments in science. The teachers will earn the points as per the HEDI scoring chart provided below. The measure must be approved by the building principal. Proficiency on the NYS assessments is defined as a 2, 3, or 4. HEDI points will be assigned based on the school-wide percentage of students meeting the target.

Level	Growth or Comparable Measures	Locally Selected Measures of Student growth or achievement
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.
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.
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.
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.

Percentage of Students at levels 2,3,4	Rating	Non-value Added Score	Value-Added Score
93% - 100%	Highly Effective	20	15
86% - 92%	Highly Effective	19	15
79% - 85%	Highly Effective	19	14
78%	Highly Effective	18	14
77%	Effective	17	13
76%	Effective	16	12
75%	Effective	15	11
74%	Effective	14	11
73%	Effective	13	10
72%	Effective	12	10
71%	Effective	11	9
70%	Effective	10	9
68% - 69%	Effective	9	8
67%	Developing	8	7
66%	Developing	7	7
65%	Developing	6	6
64%	Developing	5	5
58% - 63%	Developing	4	4
49%-57%	Developing	3	3
39% - 48%	Ineffective	2	2
29% - 38%	Ineffective	1	1
0% - 28%	Ineffective	0	0

Chenango Forks Central School District
Review Room
Locally Selected Measures
Items 3.4-3.12

Locally Selected Measures

For the purpose of this article, "Composite (Effectiveness) Score" shall be defined as the sum of the three individual scores for the three (3) components of the APPR Evaluation:

- 20% "Value Added" (State Tests and Student Learning Objectives "SLO")
- 20% "Student Achievement" (Local Measures)
- 60% "Multiple Measures" (Rubric and Observations)

Under Education Law §3012-c, each teacher must receive a single Composite Score used to determine a rating of "highly effective," "effective," "developing," or "ineffective." As determined by NYSED, these ratings shall be determined as follows:

	Growth or comparable measure	Locally selected measures of student growth or achievement	Other measures of effectiveness 60 points		Overall Composite Score
Highly Effective	18-20	18-20	58-60		91-100
Effective	9-17	9-17	55-57		75-90
Developing	3-8	3-8	50-54		65-74
Ineffective	0-2	0-2	0-49		0-64

	Growth or comparable measure	Locally selected measures of student growth or achievement	Other measures of effectiveness 60 points		Overall Composite Score
Highly Effective	22-25	14-15	58-60		91-100
Effective	10-21	8-13	55-57		75-90
Developing	3-9	3-7	50-54		65-74
Ineffective	0-2	0-2	0-49		0-64

The local score for all courses from Tasks 3.4-3.12 will be determined by:
All teachers will collectively participate in creating one measure with building-wide targets. Targets will be based on student achievement on NYS assessments in science (grade 4 for the k-5 building, grade 8 for the 6-8 building) and Regents assessments for the 9-12 building. The teachers will earn the points as per the HEDI scoring chart provided below. The measure must be approved by the building principal. Proficiency on the NYS assessments is defined as a 2,3, or 4. Proficiency on the Regents exams is defined as 65 or higher. HEDI points will be assigned based on the school-wide percentage of students meeting the target.

Level	Growth or Comparable Measures	Locally Selected Measures of Student growth or achievement
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.
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.
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.
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.

Percentage of Students at levels 2,3,4 or 65 or higher for Regents	Rating	Non-value Added Score
93% - 100%	Highly Effective	20
86% - 92%	Highly Effective	19
79% - 85%	Highly Effective	19
78%	Highly Effective	18
77%	Effective	17
76%	Effective	16
75%	Effective	15
74%	Effective	14
73%	Effective	13
72%	Effective	12
71%	Effective	11
70%	Effective	10
68% - 69%	Effective	9
67%	Developing	8
66%	Developing	7
65%	Developing	6
64%	Developing	5
58% - 63%	Developing	4
49%-57%	Developing	3
39% - 48%	Ineffective	2
29% - 38%	Ineffective	1
0% - 28%	Ineffective	0

Chenango Forks Central School District
Teacher Other Measures of Effectiveness
Review Room Item 4.5

OTHER MEASURES OF EFFECTIVENESS AND RUBRICS

Evaluations of classroom teachers are to be based on multiple measures, aligned with the NYS Teaching Standards. A teacher's performance must be assessed using a teacher practice rubric approved by the Department. Our district has selected Marshall.

The Rubric shall be the NYSED-approved Marshall rubric organized around the six (6) domains:

A. Planning and Preparation for Learning
B. Classroom Management
C. Delivery of Instruction
D. Monitoring, Assessment, and Follow-Up
E. Family and Community Outreach
F. Professional Responsibilities

The scoring will be sixty (60) points for the rubric as follows for each element or sub-component:

Highly effective score = 1 point
Effective score = .75 point
Improvement necessary score = .50 point
Does not meet standards score = 0 point

Teachers will be evaluated using the Marshall Rubric; said rubric will be scored by multiple observations, one (1) of which will be announced, along with the other observable data.

A total of 60 points will be based on observations and artifacts. During each observation, evidence will be collected for each sub-component of the rubric that is observed. Based on all of the sub-components that are observed, a rating will be assigned for each domain of the rubric. Where a subcomponent is observed more than once, evidence for that sub-component will be collected each time. At the end of the year, a final score will be assigned for each sub-component using the 0-1 scale. The final rating and score for each subcomponent will be based on all of the evidence collected for that sub-component in addition to any artifacts submitted by the teacher. For those subcomponents of the rubric that are not observable, the 0-1 score will solely be based on artifacts provided by the teacher. If any sub-components are not observed, the scoring will be determined by multiplying the score divided by the number of sub-components that apply by 60 points. Normal rounding rules will be applied. At no event will rounding allow for a teacher's HEDI rating category to change.

The raw score shall be calculated by adding the rubric score and the artifacts score. Once the raw score is determined the following chart will be used to establish the scoring for the multiple measures.

Raw Score	Rating	Component Score	Raw Score	Rating	Component Score
60	Highly Effective	60	30	Ineffective	49
59	Highly Effective	60	29	Ineffective	49
58	Highly Effective	59	28	Ineffective	47
57	Highly Effective	59	27	Ineffective	47
56	Highly Effective	58	26	Ineffective	45
55	Highly Effective	58	25	Ineffective	45
54	Effective	57	24	Ineffective	43
53	Effective	57	23	Ineffective	43
52	Effective	57	22	Ineffective	41
51	Effective	56	21	Ineffective	41
50	Effective	56	20	Ineffective	39
49	Effective	56	19	Ineffective	37
48	Effective	55	18	Ineffective	35
47	Effective	55	17	Ineffective	33
46	Effective	55	16	Ineffective	31
45	Developing	54	15	Ineffective	29
44	Developing	54	14	Ineffective	27
43	Developing	54	13	Ineffective	25
42	Developing	53	12	Ineffective	23
41	Developing	53	11	Ineffective	21
40	Developing	53	10	Ineffective	19
39	Developing	52	9	Ineffective	17
38	Developing	52	8	Ineffective	15
37	Developing	52	7	Ineffective	13
36	Developing	51	6	Ineffective	11
35	Developing	51	5	Ineffective	9
34	Developing	51	4	Ineffective	7
33	Developing	50	3	Ineffective	5
32	Developing	50	2	Ineffective	3
31	Developing	50	1	Ineffective	1
			0	Ineffective	0

Chenango Forks Central School District
Teacher Improvement Plan
Review Room Item 6.2

TEACHER IMPROVEMENT PLANS

Any teacher receiving a developing or ineffective rating for his/her Composite Score shall be placed on a Teacher Improvement Plan within ten (10) days of the start of the school year. The TIP plan is not disciplinary in any way and should not be drafted with language or tone suggesting it is disciplinary or punitive. The goals set forth in the TIP plan shall be modeled after the principles of SMART goals (specific, measurable, attainable, realistic and timely) and shall address one (or more) of the specific domains in the Rubric.

The teacher will work with the Building Administrator to create his/her plan. A meeting will occur between the administrator and the employee to discuss the need for the TIP. The employee may bring Chenango Forks Teachers' Association (CFTA) representation to this meeting.

The Plan shall include, but not be limited to, an identification of the elements and/or indicators in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated.

The Plan will describe the professional learning activities that the teacher must complete. These activities will be connected to the areas needing improvement. The artifacts that the teacher must produce that could serve as benchmarks for improvement and as evidence for the successful completion of their improvement plan will be described and could include such items as lessons, student work, or unit plans for a teacher. The Plan will include the additional support and assistance that will be provided to the teacher. Upon completion of the improvement plan, the supervisor will meet with the teacher to review the plan, including artifacts and evidence in order to provide a final, summative rating for the staff member.

A signed copy (signed by the administrator and Superintendent of Schools) of the final version of the TIP will be forwarded to the president of the Teachers' Association for the signature of the employee and president upon completion of the original TIP. The employee may provide any additional attachments they wish to the TIP.

A. The TIP must consist of the following components:

1. Specific Elements or Indicators for Improvement: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher to accomplish during the period of the Plan.

2. Expected Outcomes: Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, realistic achievable activities for the teacher.

3. Resources: Identify specific resources and support systems available to assist the teacher to improve performance. Examples: colleagues; coaches, role playing activities, visitations; courses; workshops; peer visits; materials; etc.

4. Responsibilities: Identify responsible administrator(s) and steps to be taken by administrator(s) and the teacher throughout the Plan. Examples: classroom observations of the teacher; supervisory conferences between the teacher/principal and administrator(s); written reports and/or evaluations, etc.

5. Evidence of Achievement: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.

6. Timeline: Provide a specific timeline for implementation of the various components for the TIP for its final completion. Identify the dates for preparation of written documentation regarding the completion of the Plan.

B. Sample components of a teacher improvement plan:

1. Targeted Goals: Areas For Improvement
   a. Instructional Planning
   b. Student Assessment
   c. Classroom Management
   d. Fulfillment of Professional responsibilities
      - Attendance
      - Communication with colleagues/administration
      - Communications with home

2. Expected Outcomes
   List of specific expectations related to targeting goals identified in Section

3. Recommended Activities
   List of specific activities related to target goals identified in Section 1.
   a. Observe colleagues identified by Principal
   b. Attend workshops related to targeted goals
   c. Meeting with designated members of administration team on a defined schedule

4. Recommended Resources
   a. Identify the lead evaluator who has oversight of the TIP
   b. List specific materials, people, workshop to be used to support the TIP
   c. Identify the instrument or rubrics used to monitor progress

5. Evidence of Achievement
   a. Identify how progress will be measured and assessed
   b. Specify next steps to be taken based upon progress or lack thereof

6. Timeline for Measuring Achievement of Expected Outcomes
   a. Identify dates for classroom observations consistent with APPR Plan
   b. Identify dates for progress meetings with administrators related to each identified targeted goal
   c. Identify dates for quarterly assessment of overall progress

PROFESSIONAL IMPROVEMENT PLAN

The Professional Improvement Plan is used to assist teachers not meeting district expectations in one or more criteria. The administrator/supervisor can assign a Professional Improvement Plan at any time a deficiency is noted.

Teacher_____ Date___/___/___ School_____ Teacher Status: ☐ Non-Tenured ☐ Tenured

Criterion:

Performance Indicators:

Activities/ Steps to be Taken	Resources/ Persons Needed	Data to be Collected	Timelines/ Deadlines	Initial Appr.

_____ Date ___/___/___ _____ Date ___/___/___

Teacher's Signature Administrator's/Supervisor's Signature

Plan completed _____ Plan revised _____ Plan continued _____

Date plan reviewed

_____ Date ___/___/___ _____ Date ___/___/___

Teacher's Signature Administrator's/Supervisor's Signature

Signatures indicate that the above has been reviewed and discussed. Copies to teacher and administrator/supervisor.

Chenango Forks CSD
Review Room
Locally Selected Measures - Principals
Item 8.1

	Growth or comparable measure	Locally selected measures of student growth or achievement	Other measures of effectiveness (60 points)		Overall Composite Score
Highly Effective	18-20	18-20	58-60		91-100
Effective	9-17	9-17	55-57		75-90
Developing	3-8	3-8	50-54		65-74
Ineffective	0-2	0-2	0-49		0-64

	Growth or comparable measure	Locally selected measures of student growth or achievement	Other measures of effectiveness (60 points)		Overall Composite Score
Highly Effective	22-25	14-15	58-60		91-100
Effective	10-21	8-13	55-57		75-90
Developing	3-9	3-7	50-54		65-74
Ineffective	0-2	0-2	0-49		0-64

STANDARDS FOR RATING CATEGORIES FOR LOCALLY-SELECTED MEASURES:

Level	Growth or Comparable Measures	Locally Selected Measures of Student growth or achievement
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.
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.
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.
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 the High School Principal the Performance Index – Secondary Level All Students, NYS U.S. History Regents Assessment, English Language Arts Regents Assessment, Living Environment Regents Assessment, Geometry Regents Assessment

The High School Principal's local assessment measure will be an target goal of 136 on the Performance Index – Secondary Level All Students – NYS U.S. History Regents Assessment, English Language Arts Regents Assessment, Living Environment Regents Assessment, Geometry Regents Assessment. Once the local assessment goal has been set the breakdown of the points awarded will be as follows:

The performance goal selected will be considered an effective rating equivalent and the principal would receive seventeen (17) points on a non-value-added model or thirteen (13) points on a value-added model. The following tables illustrate the score breakdown.

In the event that a performance index is not provided by the state, we will use the following formula:
(((2 X # of students scoring 65 or higher) + (2 X # of students scoring 85 or higher)) / Total number of students) X 100

A performance index will be calculated for each exam. A HEDI score will be based on the average of the performance indices.

Scoring of locally selected measures shall be as follows:

Performance Index	Rating	Non-value-added Score	Value-added Score
181-200	Highly Effective	20	15
171-180	Highly Effective	19	15
161-170	Highly Effective	19	14
140-160	Highly Effective	18	14
136-139	Effective	17	13
132-135	Effective	16	13
128-131	Effective	15	12
124-127	Effective	14	11
120-123	Effective	13	11
116-119	Effective	12	10
112-115	Effective	11	9
108-111	Effective	10	9
104-107	Effective	9	8
100-103	Developing	8	7
96-99	Developing	7	7
92-95	Developing	6	6
88-91	Developing	5	5
84-87	Developing	4	4
80-83	Developing	3	3

55-79	Ineffective	2	2
28-54	Ineffective	1	1
0-27	Ineffective	0	0

Middle School Local Assessment applies to the middle school principal.

The middle school principal's local assessment measure will be an target goal of 82% proficiency, score of 2,3, or 4 on the eighth (8th) grade New York State science assessment. Once the local assessment goal has been set the breakdown of the points awarded will be as follows:

The percentage goal selected will be considered an effective rating equivalent and the principal would receive seventeen (17) points on a non-value-added model or twelve (12) points on a value-added model.

Target Goal - 82% of 8th grade students will achieve proficiency in the 8th grade NYS assessment in science			
100.0% - 84.0%	20.0	69.0% - 70.0%	9.0
83.0%	19.0	67.0% - 68.0%	8.0
82.5%	18.0	65.0% - 66.0%	7.0
82.0%	17.0	63.0% - 64.0%	6.0
81.0%	16.0	61.0% - 62.0%	5.0
80.0%	15.0	59.0% - 60.0%	4.0
79.0%	14.0	57.0% - 58.0%	3.0
77.0% - 78.0%	13.0	55.0% - 56.0%	2.0
75.0% - 76.0%	12.0	53.0% - 54%	1.0
73.0% - 74.0%	11.0	0.0% - 52.0%	0.0
71.0% - 72.0%	10.0		

Table illustrates the scoring for the value-added model.

Target Goal - 82% of 8th grade students will achieve proficiency in the 8th grade NYS assessment in science			
100.0% - 84.0%	15.0	75.0% - 76.0%	7.0
83.0%	14.0	73.0% - 74.0%	6.0
82.5%	13.0	71.0% - 72.0%	5.0
82.0%	12.0	69.0% - 70.0%	4.0
81.0%	11.0	67.0% - 68.0%	3.0
80.0%	10.0	65.0% - 66.0%	2.0
79.0%	9.0	63.0% - 64.0%	1.0
77.0% - 78.0%	8.0	0.0% - 62.0%	0.0

K-5 Elementary Local Assessment applies to the K-5 elementary principal.

The elementary principal's local assessment measure will be an target goal of 82% proficiency, 2,3, or 4 on the fourth (4th) grade New York State science assessment. Once the local assessment goal has been set the breakdown of the points awarded will be as follows:

The percentage goal selected will be considered an effective rating equivalent and the principal would receive seventeen (17) points on a non-value-added model or twelve (12) points on a value-added model.

Table illustrates the scoring for the non- value-added model.
Table illustrates the scoring for the non-value-added model.

Target Goal - 82% of 4th grade students will achieve proficiency in the 4th grade NYS assessment in science			
100.0% - 84.0%	20.0	69.0% - 70.0%	9.0
83.0%	19.0	67.0% - 68.0%	8.0
82.5%	18.0	65.0% - 66.0%	7.0
82.0%	17.0	63.0% - 64.0%	6.0
81.0%	16.0	61.0% - 62.0%	5.0
80.0%	15.0	59.0% - 60.0%	4.0
79.0%	14.0	57.0% - 58.0%	3.0
77.0% - 78.0%	13.0	55.0% - 56.0%	2.0
75.0% - 76.0%	12.0	53.0% - 54%	1.0
73.0% - 74.0%	11.0	0.0% - 52.0%	0.0
71.0% - 72.0%	10.0		

Table illustrates the scoring for the value-added model.

Target Goal - 82% of 4th grade students will achieve proficiency in the 4th grade NYS assessment in science			
100.0% - 84.0%	15.0	75.0% - 76.0%	7.0
83.0%	14.0	73.0% - 74.0%	6.0
82.5%	13.0	71.0% - 72.0%	5.0
82.0%	12.0	69.0% - 70.0%	4.0
81.0%	11.0	67.0% - 68.0%	3.0
80.0%	10.0	65.0% - 66.0%	2.0
79.0%	9.0	63.0% - 64.0%	1.0
77.0% - 78.0%	8.0	0.0% - 62.0%	0.0

Chenango Forks CSD
Review Room
Other Measures of Effectiveness - Principals
Item 9.7

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
Highly Effective	58-60	58.5-60.0	60
		55.5-58.4	59
		54.0-55.4	58
Effective	55-57	50.9-53.9	57
		43.5-50.8	56
		39.0-43.4	55
Developing	50-54	36.0-38.9	54
		33.0-35.9	53
		30.0-32.9	52
		27.0-29.9	51
		22.5-26.9	50
Ineffective	0-49	22.4	49
		22.3	48
		22.2	47
		22.1	46
		22.0	45
		21.9	44
		21.8	43
		21.7	42
		21.6	41
		21.5	40
		21.4	39
		21.3	38
		21.2	37
		21.1	36
		21.0	35
		20.9	34
		20.8	33
		20.7	32
		20.6	31
		20.5	30
		20.4	29
		20.3	28
		20.2	27
		20.1	26
		20.0	25
		19.9	24

		19.8	23
		19.7	22
		19.6	21
		19.5	20
		19.4	19
		19.3	18
		19.2	17
		19.1	16
		19.0	15
		18.9	14
		18.8	13
		18.7	12
		18.6	11
		18.5	10
		18.4	9
		18.3	8
		18.2	7
		18.1	6
		18.0	5
		17.9	4
		17.8	3
		17.7	2
		17.6	1
		<=17.5	0

PRINCIPAL IMPROVEMENT PLAN FORM

Year - _____

1. **Standard Area of Improvement**
    a. **Diagnosis and Planning**
    b. **Priority Management and Communication**
    c. **Curriculum and Data**
    d. **Supervision, Evaluation, and Professional Development**
    e. **Discipline and Family Involvement**
    f. **Management and External Relations**
    g. **Student Growth Measures**
    h. **Locally Selected Measures**

2. **Specific Element(s) of Improvement:**

3. **Goal (s)**

Expected Outcome	**Resources**	**Responsibility**	**Evidence of Attainment**	Timeline

Notification Date:

Administrator's Signature: _____ Date:_____

Superintendent's Signature: _____ Date:_____

Association President's Signature: _____ Date:_____

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

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

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

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

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

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

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

- Assure that educators who receive a Developing or Ineffective rating will receive a 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 SLOs
- 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:

12-20-13

Teachers Union President Signature: Date:

12-20-13

Administrative Union President Signature: Date:

12-20-13

Board of Education President Signature: Date:

12-20-13