



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

Commissioner of Education
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January 26, 2015

Revised

David Gill, Interim Superintendent
Chenango Valley Central School District
221 Chenango Bridge Road
Binghamton, NY 13901

Dear Superintendent Gill:

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,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: Allen 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 Monday, September 29, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 030701060000

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

030701060000

1.2) School District Name: CHENANGO VALLEY CSD

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

CHENANGO VALLEY CSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, December 19, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Chenango Valley District Developed K ELA Assessment
1	District, regional, or BOCES-developed assessment	Chenango Valley District Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Chenango Valley District Developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has established a minimum rigor expectation for growth of 65%. Historical data will be used to drive teaching decisions in an effort to achieve or exceed this minimum growth expectation. For 3rd grade NYS assessment, scores will be converted as follows: 1=50 2=65
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3=85
4=100
A 0-20 HEDI score will be determined using the attached chart.

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

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Chenango Valley District Developed K Math Assessment
1	District, regional, or BOCES-developed assessment	Chenango Valley District Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Chenango Valley District Developed Grade 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has established a minimum rigor expectation for growth of 65%. Historical data will be used to drive teaching decisions in an effort to achieve or exceed this minimum growth expectation. For 3rd grade NYS assessment, scores will be converted as follows: 1=50 2=65 3=85 4=100 A 0-20 HEDI score will be determined using the attached chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attachment.

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

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 Valley District Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Chenango Valley 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.	The district has established a minimum rigor expectation for growth of 65%. Historical data will be used to drive teaching decisions in an effort to achieve or exceed this minimum growth expectation. For 8th grade NYS assessment, scores will be converted as follows: 1=50 2=65 3=85 4=100 A 0-20 HEDI score will be determined using the attached chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attachment.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attachment.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attachment.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attachment.

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 Valley District Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Chenango Valley District Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Chenango Valley 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.	The district has established a minimum rigor expectation for growth of 65%. Historical data will be used to drive teaching decisions in an effort to achieve or exceed this minimum growth expectation. A 0-20 HEDI score will be determined using the attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attachment.
Effective (9 - 17 points) Results meet District goals for similar students.	See attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	See attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attachment.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Chenango Valley District Developed Global 1 Assessment

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

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

growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has established a minimum rigor expectation for growth of 65 on the Regents. For district developed assessments the minimum rigor expectation for growth is 65%. Historical data will be used to drive teaching decisions in an effort to achieve or exceed this minimum growth expectation. A 0-20 HEDI score will be determined using the attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attachment.
Effective (9 - 17 points) Results meet District goals for similar students.	See attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	See attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attachment.

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.	The district has established a minimum rigor expectation for growth of 65 on the Regents. Historical data will be used to drive teaching decisions in an effort to achieve or exceed this minimum growth expectation. A 0-20 HEDI score will be determined using the attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attachment.
Effective (9 - 17 points) Results meet District goals for similar students.	See attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	See attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attachment.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has established a minimum rigor expectation for growth of 65 on the Regents. Historical data will be used to drive teaching decisions in an effort to achieve or exceed this minimum growth expectation. A 0-20 HEDI score will be determined using the attached chart. Both 2005 standards and the common core math regents will be offered. Teachers will use higher of the 2 assessments scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attachment.
Effective (9 - 17 points) Results meet District goals for similar students.	See attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	See attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attachment.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Chenango Valley District Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Chenango Valley District Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS English 11 Common Core/Comprehensive Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has established a minimum rigor expectation for growth of 65 on the Regents. For district developed assessments the minimum rigor expectation for growth is 65%. Historical data will be used to drive teaching decisions in an effort to achieve or exceed this minimum growth expectation. A 0-20 HEDI score will be determined using the attached chart. Students in Common Core courses may take both the Common core and comprehensive ELA Regents and the higher of the 2 scores will be used for APPR purposes as long as permitted by SED. When the comprehensive ELA Regents is no longer offered only the Common Core ELA Regents will be used.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attachment.
Effective (9 - 17 points) Results meet District goals for similar students.	See attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	See attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attachment.

2.10) All Other Courses

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

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

Course(s) or Subject(s)	Option	Assessment
All other teachers not named above	District, Regional or BOCES-developed	Chenango Valley District Developed Assessments for the appropriate grade levels and content areas
Grades 4-8 ELA and math teachers not receiving a state growth scores	State Assessment	NYS 4-8 ELA and Math Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	The district has established a minimum rigor expectation for growth of 65%. Historical data will be used to drive teaching decisions in an effort to achieve or exceed this minimum growth
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2.11, below.	<p>expectation. A 0-20 HEDI score will be determined using the attached chart.</p> <p>For grades 4-8 NYS assessment, scores will be converted as follows:</p> <p>1=50 2=65 3=85 4=100</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attachment.
Effective (9 - 17 points) Results meet District goals for similar students.	See attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	See attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attachment.

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/12186/1578005-TXEttx9bQW/APPR -Growth Chart - 12-3-14.docx

2.12) Locally Developed Controls

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

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

Special Education students generally underperform on growth measure assessments. All teachers whose rosters are made up of 30% or more SWD will receive 2 additional HEDI points. In order to mitigate problematic incentives, all class rosters will be set by district administration and teachers will have no say of students on their own rosters. In no way will any control result in a teacher's growth subcomponent score being adjusted by more than 2 points.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, December 18, 2014

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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 ELA Grades 4-6 Assessments, NYS Math Grades 4-6 Assessments, NYS Grade 4 Science Assessment
5	6(ii) School wide measure computed locally	NYS ELA Grades 4-6 Assessments, NYS Math Grades 4-6 Assessments, NYS Grade 4 Science Assessment
6	6(ii) School wide measure computed locally	NYS ELA Grades 4-6 Assessments, NYS Math Grades 4-6 Assessments, NYS Grade 4 Science Assessment
7	6(ii) School wide measure computed locally	NYS ELA Grades 7-8 Assessments, NYS Math Grades 7-8 Assessments, NYS Grade 8 Science Assessment
8	6(ii) School wide measure computed locally	NYS ELA Grades 7-8 Assessments, NYS Math Grades 7-8 Assessments, 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.	The 20 points will be calculated by using a regional comparison of state assessment results. The hi is equal to the highest single district wide average proficiency rate in the region. The lo is equal to the lowest single district wide average proficiency rate in the region. The regional average is equal to 15 points (on a
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15-point scale the district wide average is equal to 12 points).

Any building wide average equal to or above the regional average will score between 15 and 20 points. Any building wide average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.

Grade Levels Assessments

K-3 Building goal based on 3rd grade NYS ELA and Math assessments.

4-6 Building goal based on 4-6 grades NYS ELA, Math, and Grade 4 Science assessments.

7-8 Building goal based on 7-8 grades NYS ELA, Math, and Grade 8 Science assessments.

9-12 Building goal based on 9-12 grades NYS Regents assessments.

All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this.

Proficiency on NYS grades 3-8 assessments will be defined as a score of 3 or higher.

HEDI points will be awarded on a 0-20 point scale in the absence of a value-added measure, and on a 0-15 point scale after the implementation of a value-added measure.

The building wide proficiency average will be compared to the regional proficiency to award HEDI points.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS ELA Grades 4-6 Assessments, NYS Math Grades 4-6 Assessments, NYS Grade 4 Science Assessment
5	6(ii) School wide measure computed locally	NYS ELA Grades 4-6 Assessments, NYS Math Grades 4-6 Assessments, NYS Grade 4 Science Assessment
6	6(ii) School wide measure computed locally	NYS ELA Grades 4-6 Assessments, NYS Math Grades 4-6 Assessments, NYS Grade 4 Science Assessment

7	6(ii) School wide measure computed locally	NYS ELA Grades 7-8 Assessments, NYS Math Grades 7-8 Assessments, NYS Grade 8 Science Assessment
8	6(ii) School wide measure computed locally	NYS ELA Grades 7-8 Assessments, NYS Math Grades 7-8 Assessments, NYS Grade 8 Science Assessment8

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.	<p>The 20 points will be calculated by using a regional comparison of state assessment results. The hi is equal to the highest single district wide average proficiency rate in the region. The lo is equal to the lowest single district wide average proficiency rate in the region. The regional average is equal to 15 points (on a 15-point scale the district wide average is equal to 12 points).</p> <p>Any building wide average equal to or above the regional average will score between 15 and 20 points. Any building wide average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.</p> <p>Grade Levels Assessments K-3 Building goal based on 3rd grade NYS ELA and Math assessments. 4-6 Building goal based on 4-6 grades NYS ELA, Math, and Grade 4Science assessments. 7-8 Building goal based on 7-8 grades NYS ELA, Math, and Grade 8 Science assessments. 9-12 Building goal based on 9-12 grades NYS Regents assessments.</p> <p>All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this.</p> <p>Proficiency on NYS grades 3-8 assessments will be defined as a score of 3 or higher.</p> <p>HEDI points will be awarded on a 0-20 point scale in the absence of a value-added measure, and on a 0-15 point scale after the implementation of a value-added measure.</p> <p>The building wide proficiency average will be compared to the regional proficiency to award HEDI points.</p>
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Task 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Task 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Task 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	Task 3.3

grade/subject.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1578006-rhJdBgDruP/Local 20 chart - Final- CVTA revised 6 24 14.xlsx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS ELA Grade 3 Assessment, NYS Math Grade 3
1	6(ii) School-wide measure computed locally	NYS ELA Grade 3 Assessment, NYS Math Grade 3
2	6(ii) School-wide measure computed locally	NYS ELA Grade 3 Assessment, NYS Math Grade 3
3	6(ii) School-wide measure computed locally	NYS ELA Grade 3 Assessment, NYS Math Grade 3

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.

<p>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.</p>	<p>The 20 points will be calculated by using a regional comparison of state assessment results. The hi is equal to the highest single district wide average proficiency rate in the region. The lo is equal to the lowest single district wide average proficiency rate in the region. The regional average is equal to 15 points (on a 15-point scale the district wide average is equal to 12 points).</p> <p>Any building wide average equal to or above the regional average will score between 15 and 20 points. Any building wide average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.</p> <p>Grade Levels Assessments K-3 Building goal based on 3rd grade NYS ELA and Math assessments. 4-6 Building goal based on 4-6 grades NYS ELA, Math, and Grade 4 Science assessments. 7-8 Building goal based on 7-8 grades NYS ELA, Math, and Grade 8 Science assessments. 9-12 Building goal based on 9-12 grades NYS Regents assessments.</p> <p>All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this.</p> <p>Proficiency on NYS grades 3-8 assessments will be defined as a score of 3 or higher.</p> <p>The building wide proficiency average will be compared to the regional proficiency to award HEDI points.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for</p>	<p>See Task 3.13</p>

grade/subject.	
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS ELA Grade 3 Assessment, NYS Math Grade 3
1	6(ii) School-wide measure computed locally	NYS ELA Grade 3 Assessment, NYS Math Grade 3
2	6(ii) School-wide measure computed locally	NYS ELA Grade 3 Assessment, NYS Math Grade 3
3	6(ii) School-wide measure computed locally	NYS ELA Grade 3 Assessment, NYS Math Grade 3

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.	<p>The 20 points will be calculated by using a regional comparison of state assessment results. The hi is equal to the highest single district wide average proficiency rate in the region. The lo is equal to the lowest single district wide average proficiency rate in the region. The regional average is equal to 15 points (on a 15-point scale the district wide average is equal to 12 points).</p> <p>Any building wide average equal to or above the regional average will score between 15 and 20 points. Any building wide average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results. Grade Levels Assessments K-3 Building goal based on 3rd grade NYS ELA and Math</p>
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assessments.
 4-6 Building goal based on 4-6 grades NYS ELA, Math, and Grade 4 Science assessments.
 7-8 Building goal based on 7-8 grades NYS ELA, Math, and Grade 8 Science assessments.
 9-12 Building goal based on 9-12 grades NYS Regents assessments.
 All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this.
 Proficiency on NYS grades 3-8 assessments will be defined as a score of 3 or higher.
 The building wide proficiency average will be compared to the regional proficiency to award HEDI points.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13

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 ELA Grades 4-6 Assessments, NYS Math Grades 4-6 Assessments, NYS Grade 4 Science Assessment
7	6(ii) School wide measure computed locally	NYS ELA Grades 7-8 Assessments, NYS Math Grades 7-8 Assessments, NYS Grade 8 Science Assessment
8	6(ii) School wide measure computed locally	NYS ELA Grades 7-8 Assessments, NYS Math Grades 7-8 Assessments, 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.	<p>The 20 points will be calculated by using a regional comparison of state assessment results. The hi is equal to the highest single district wide average proficiency rate in the region. The lo is equal to the lowest single district wide average proficiency rate in the region. The regional average is equal to 15 points (on a 15-point scale the district wide average is equal to 12 points).</p> <p>Any building wide average equal to or above the regional</p>
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average will score between 15 and 20 points. Any building wide average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.

Grade Levels Assessments
 K-3 Building goal based on 3rd grade NYS ELA and Math assessments.
 4-6 Building goal based on 4-6 grades NYS ELA, Math, and Grade 4 Science assessments.
 7-8 Building goal based on 7-8 grades NYS ELA, Math, and Grade 8 Science assessments.
 9-12 Building goal based on 9-12 grades NYS Regents assessments.

All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this.

Proficiency on NYS grades 3-8 assessments will be defined as a score of 3 or higher.

The building wide proficiency average will be compared to the regional proficiency to award HEDI points.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13

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 ELA Grades 4-6 Assessments, NYS Math Grades 4-6 Assessments, NYS Grade 4 Science Assessment
7	6(ii) School wide measure computed locally	NYS ELA Grades 7-8 Assessments, NYS Math Grades 7-8 Assessments, NYS Grade 8 Science Assessment
8	6(ii) School wide measure computed locally	NYS ELA Grades 7-8 Assessments, NYS Math Grades 7-8 Assessments, 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.

The 20 points will be calculated by using a regional comparison of state assessment results. The hi is equal to the highest single district wide average proficiency rate in the region. The lo is equal to the lowest single district wide average proficiency rate in the region. The regional average is equal to 15 points (on a 15-point scale the district wide average is equal to 12 points).

Any building wide average equal to or above the regional average will score between 15 and 20 points. Any building wide average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.

Grade Levels Assessments

K-3 Building goal based on 3rd grade NYS ELA and Math assessments.

4-6 Building goal based on 4-6 grades NYS ELA, Math, and Grade 4 Science assessments.

7-8 Building goal based on 7-8 grades NYS ELA, Math, and Grade 8 Science assessments.

9-12 Building goal based on 9-12 grades NYS Regents assessments.

All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this.

Proficiency on NYS grades 3-8 assessments will be defined as a score of 3 or higher.

The building wide proficiency average will be compared to the regional proficiency to award HEDI points.

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

See Task 3.13

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

See Task 3.13

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

See Task 3.13

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

See Task 3.13

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 Regents assessments
Global 2	6(ii) School wide measure computed locally	NYS Regents assessments
American History	6(ii) School wide measure computed locally	NYS Regents assessments

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.

<p>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.</p>	<p>The 20 points will be calculated by using a regional comparison of state assessment results. The hi is equal to the highest single district wide average proficiency rate in the region. The lo is equal to the lowest single district wide average proficiency rate in the region. The regional average is equal to 15 points (on a 15-point scale the district wide average is equal to 12 points).</p> <p>Any building wide average equal to or above the regional average will score between 15 and 20 points. Any building wide average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.</p> <p>Grade Levels Assessments K-3 Building goal based on 3rd grade NYS ELA and Math assessments. 4-6 Building goal based on 4-6 grades NYS ELA, Math, and Grade 4 Science assessments. 7-8 Building goal based on 7-8 grades NYS ELA, Math, and Grade 8 Science assessments. 9-12 Building goal based on 9-12 grades NYS Regents assessments.</p> <p>All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this.</p> <p>Proficiency on NYS grades 3-8 assessments will be defined as a score of 3 or higher. Proficiency on regents assessments will be defined as a score of 65 or higher.</p> <p>The building wide proficiency average will be compared to the regional proficiency to award HEDI points.</p> <p>Both 2005 standards and common core math regents will be administered. Teacher will use the higher of the 2 for APPR purposes.</p> <p>Students in Common Core courses may take both the Common core and comprehensive ELA Regents and the higher of the 2 scores will be used for APPR purposes as long as permitted by SED. When the comprehensive ELA Regents is no longer offered only the Common Core ELA Regents will be used.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Task 3.13</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Task 3.13</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Task 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for</p>	<p>See Task 3.13</p>

grade/subject.

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 Regents assessments
Earth Science	6(ii) School wide measure computed locally	NYS Regents assessments
Chemistry	6(ii) School wide measure computed locally	NYS Regents assessments
Physics	6(ii) School wide measure computed locally	NYS Regents assessments

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.

<p>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.</p>	<p>The 20 points will be calculated by using a regional comparison of state assessment results. The hi is equal to the highest single district wide average proficiency rate in the region. The lo is equal to the lowest single district wide average proficiency rate in the region. The regional average is equal to 15 points (on a 15-point scale the district wide average is equal to 12 points).</p> <p>Any building wide average equal to or above the regional average will score between 15 and 20 points. Any building wide average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.</p> <p>Grade Levels Assessments K-3 Building goal based on 3rd grade NYS ELA and Math assessments. 4-6 Building goal based on 4-6 grades NYS ELA, Math, and Grade 4 Science assessments. 7-8 Building goal based on 7-8 grades NYS ELA, Math, and Grade 8 Science assessments. 9-12 Building goal based on 9-12 grades NYS Regents assessments.</p> <p>All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this.</p> <p>Proficiency on NYS grades 3-8 assessments will be defined as a score of 3 or higher.</p> <p>Proficiency on regents assessments will be defined as a score of 65 or higher.</p> <p>The building wide proficiency average will be compared to the regional proficiency to award HEDI points.</p> <p>Both 2005 standards and common core math regents will be</p>
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administers. Teacher will use the higher of the 2 for APPR purposes.
 Students in Common Core courses may take both the Common core and comprehensive ELA Regents and the higher of the 2 scores will be used for APPR purposes as long as permitted by SED. When the comprehensive ELA Regents is no longer offered only the Common Core ELA Regents will be used.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13

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 Regents assessments
Geometry	6(ii) School wide measure computed locally	NYS Regents assessments
Algebra 2	6(ii) School wide measure computed locally	NYS Regents assessments

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The 20 points will be calculated by using a regional comparison of state assessment results. The hi is equal to the highest single district wide average proficiency rate in the region. The lo is equal to the lowest single district wide average proficiency rate in the region. The regional average is equal to 15 points (on a 15-point scale the district wide average is equal to 12 points).</p> <p>Any building wide average equal to or above the regional average will score between 15 and 20 points. Any building wide average less than the regional average will score between 0 and</p>
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14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.

Grade Levels Assessments

K-3 Building goal based on 3rd grade NYS ELA and Math assessments.

4-6 Building goal based on 4-6 grades NYS ELA, Math, and Grade 4 Science assessments.

7-8 Building goal based on 7-8 grades NYS ELA, Math, and Grade 8 Science assessments.

9-12 Building goal based on 9-12 grades NYS Regents assessments.

All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this.

Proficiency on NYS grades 3-8 assessments will be defined as a score of 3 or higher.

Proficiency on regents assessments will be defined as a score of 65 or higher.

The building wide proficiency average will be compared to the regional proficiency to award HEDI points.

Both 2005 standards and common core math regents will be administered. Teacher will use the higher of the 2 for APPR purposes.

Students in Common Core courses may take both the Common core and comprehensive ELA Regents and the higher of the 2 scores will be used for APPR purposes as long as permitted by SED. When the comprehensive ELA Regents is no longer offered only the Common Core ELA Regents will be used.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13

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 Regents assessments
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Regents assessments
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Regents assessments

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

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

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

<p>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.</p>	<p>The 20 points will be calculated by using a regional comparison of state assessment results. The hi is equal to the highest single district wide average proficiency rate in the region. The lo is equal to the lowest single district wide average proficiency rate in the region. The regional average is equal to 15 points (on a 15-point scale the district wide average is equal to 12 points).</p>
	<p>Any building wide average equal to or above the regional average will score between 15 and 20 points. Any building wide average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.</p> <p>Grade Levels Assessments K-3 Building goal based on 3rd grade NYS ELA and Math assessments. 4-6 Building goal based on 4-6 grades NYS ELA, Math, and Grade 4 Science assessments. 7-8 Building goal based on 7-8 grades NYS ELA, Math, and Grade 8 Science assessments. 9-12 Building goal based on 9-12 grades NYS Regents assessments.</p> <p>All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this.</p> <p>Proficiency on NYS grades 3-8 assessments will be defined as a score of 3 or higher. Proficiency on regents assessments will be defined as a score of 65 or higher.</p> <p>The building wide proficiency average will be compared to the regional proficiency to award HEDI points.</p> <p>Both 2005 standards and common core math regents will be administered. Teacher will use the higher of the 2 for APPR purposes.</p> <p>Students in Common Core courses may take both the Common core and comprehensive ELA Regents and the higher of the 2 scores will be used for APPR purposes as long as permitted by SED. When the comprehensive ELA Regents is no longer offered only the Common Core ELA Regents will be used.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Task 3.13</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Task 3.13</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Task 3.13</p>

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

See Task 3.13

3.12) All Other Courses

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

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

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other courses not listed above	6(ii) School wide measure computed locally	NYS Regents assessments

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

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

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

The 20 points will be calculated by using a regional comparison of state assessment results. The hi is equal to the highest single district wide average proficiency rate in the region. The lo is equal to the lowest single district wide average proficiency rate in the region. The regional average is equal to 15 points (on a 15-point scale the district wide average is equal to 12 points).

Any building wide average equal to or above the regional average will score between 15 and 20 points. Any building wide average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.

Grade Levels Assessments

K-3 Building goal based on 3rd grade NYS ELA and Math assessments.

4-6 Building goal based on 4-6 grades NYS ELA, Math, and Grade 4 Science assessments.

7-8 Building goal based on 7-8 grades NYS ELA, Math, and Grade 8 Science assessments.

9-12 Building goal based on 9-12 grades NYS Regents assessments.

All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this.

Proficiency on NYS grades 3-8 assessments will be defined as a score of 3 or higher.

Proficiency on regents assessments will be defined as a score of

65 or higher.
 The building wide proficiency average will be compared to the regional proficiency to award HEDI points.
 Both 2005 standards and common core math regents will be administered. Teacher will use the higher of the 2 for APPR purposes. The building wide proficiency average will be compared to the regional proficiency to award HEDI points. Teacher will use the higher of the 2 for APPR purposes.
 Students in Common Core courses may take both the Common core and comprehensive ELA Regents and the higher of the 2 scores will be used for APPR purposes as long as permitted by SED. When the comprehensive ELA Regents is no longer offered only the Common Core ELA Regents will be used.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See Task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1578006-y92vNseFa4/Local 20 chart - Final- CVTA revised 6 24 14 _2.xlsx

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.

N/A

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.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, December 23, 2014

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.)

4.1) Teacher Practice Rubric Rubric	NYSUT Teacher Practice Rubric
Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	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)
[SurveyTools.4] My Student Survey, LLC’s Survey of Teacher Practice (STeP) survey for use in grades 3-12	(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.

Evidence is collected during scheduled classroom observation and other planned activities. Teachers must be made aware of observations as they are occurring and no audio or video recording devices shall be used by the District for this purpose without the specific and clear written consent of the teacher in advance of such use.

Tenured Teachers

Every tenured teacher will be formally observed a minimum of two times per year. The first observation will be scheduled (a minimum of 40 minutes), the second observation will be unannounced and in the form of a walk through (a minimum of 15 minutes). Both observations will occur between October 1st and April 15th. The scheduled observation will include a pre-conference and a post-conference with the evaluator. The walk through will include electronic feedback in the current record keeping system of OASYS.

During the post-conference, the evaluator must indicate the specific indicators that were evaluated. Feedback in electronic form using the current system of OASYS will be available to the teacher for acknowledgment within ten (10) school days after the observation.

Electronic feedback must be provided to the teacher and the teacher must acknowledge the form before subsequent observations can take place. Electronic acknowledgement by the teacher does not necessarily indicate agreement with the findings. After reviewing the summary, the teacher shall have three school days to rebut any inaccuracies and deficiencies. Subsequent observations may occur after three (3) school days if the teacher fails to acknowledge the summary. This rebuttal shall be noted on the copy to be placed in the teacher's APPR file. If upon review, the administration feels the rebuttal is valid, the inaccuracy shall be corrected. The lack of rebuttal shall not in any way influence the appeals process.

Non-Tenured Teachers

Every non-tenured teacher will be formally observed at least four times per year. Two observations will be scheduled (a minimum of 40 minutes), and two will be unannounced (a minimum of 40 minutes). All observations will occur after the completion of two full 6 day cycles and by April 15th. The evaluator may visit the classroom after September 1st and before the end of two full 6 day cycles, but there shall be no formal write up contributing to the APPR. The first observation will be completed by November 1st. Both scheduled observations will include a pre-conference and a post-conference with the evaluator. All walkthroughs will include electronic feedback. During the post-conference, the evaluator must indicate the specific indicators that were evaluated. Electronic feedback must be available to the teacher for acknowledgement within ten (10) school days of the observation. Acknowledgement by the teacher does not necessarily indicate agreement with the findings. After reviewing the summary, the teacher shall have three school days to rebut any inaccuracies and deficiencies. Subsequent observations may occur after three (3) school days if the teacher fails to acknowledge the summary. This rebuttal shall be noted on the copy to be placed in the teacher's APPR file. If upon review, the administration feels the rebuttal is valid, the inaccuracy shall be corrected. The summative evaluation includes the teacher's annual rating of effectiveness and the rationale supporting the rating. Both areas of strength and areas in need of improvement shall be identified and specific recommendations made to improve effectiveness. The summative evaluation will include all the evidence of teachers' practices.

The name of the evaluator of each observation and the summary and the compilation of the APPR must be noted so that the evaluator certification of those individuals can be verified.

Every teacher shall be responsible for and will be evaluated on all standards of the rubric in each school year.

For announced formal observations, a pre-observation meeting will occur at which time the teacher will present lesson/unit plans and other artifacts of evidence for Standards One and Two (Knowledge of Students and Student Learning and Knowledge of Content and Instructional Planning.) The teacher will present the district approved lesson plan format at the pre-observation meeting.

Following a formal observation a post-observation meeting will occur at which time Standards Three, Four, and Five (Instructional Practice, Learning Environment, and Assessment for Student Learning) will be discussed. The teacher will present evidence of student work and reflections on lesson observed. The evaluator will present evidence from lesson observed. The teacher and evaluator will discuss ratings and next steps for professional growth. The evaluator shall provide the teacher with a copy of the completed observation form.

At the summative meeting Standards Six and Seven (Professional Responsibilities/ Collaboration and Professional Growth) will be discussed. The teacher will present evidence for these standards. The evaluator will present observations and other available evidence. The teacher and evaluator will discuss ratings and next steps for professional growth.

Scoring of Observations

Administrators conducting observations will evaluate and score teachers in a holistic manner covering the entire rubric. Administrators will collect evidence throughout the school year. A final rating will be determined at the end of the year by assessing all evidence collected. All Standards of the NYSUT rubric will be evaluated annually. Administrators shall use the jointly developed observation forms based on the approved rubric.

Teachers shall be evaluated on each standard of the rubric annually. During each observation, evaluators shall score each indicator observed as follows:

Ineffective 1

Developing 2

Effective 3

Highly Effective 4

The scores for each indicator, obtained by pre-, post-, multiple observation(s), walk-through(s), and evidence binders, under all elements and standards shall be totaled and averaged.

This shall be the final observation score for the teacher. The teacher's final observation score shall be converted to a HEDI rating and converted on 60 point scale for inclusion in the teacher's composite score.

To the extent applicable, the 1-4 ranges are the minimum values necessary to earn the corresponding 0-60 HEDI score.

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

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	See attachment.
Effective: Overall performance and results meet NYS Teaching Standards.	See attachment.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See attachment.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See attachment.

Provide the ranges for the 60-point scoring bands.

Highly Effective	58-60
Effective	46-57
Developing	26-45
Ineffective	0-25

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	4
Informal/Short	0
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, September 18, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

Highly Effective	58-60
Effective	46-57
Developing	26-45
Ineffective	0-25

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

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Updated Thursday, December 18, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/178668-Df0w3Xx5v6/TIP - Review Room.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:

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

7.1 The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's annual professional performance review. The procedures contained herein are not available to probationary

teachers.

7.2 The grievance procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

7.3 This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction. Any changes to this appeal procedure shall be in compliance with Education Law §3012-c.

(1) A teacher who receives a rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.

(2) A teacher may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

(3) A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) Appeals concerning a teacher performance review must be received in the office of the Superintendent of Schools no later than ten (10) calendar days after the date when the teacher/principal receives his/her performance review. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher's right to appeal that performance review.

(5) An appeal committee will be convened consisting of three (3) administrators designated by the Superintendent and two (2) teachers designated by the Association President. The appeal committee shall be flexible and determined on a case-by-case basis. The appeal committee shall meet outside of the teacher's regular workday and no member of the committee shall receive additional compensation.

(6) Under this appeals process the teacher has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.

(7) A teacher wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(8) The appeal committee will meet and render its decision within fifteen (15) calendar days of the Superintendent's receipt of an appeal to hear the appeal.

(9) If appeal committee reaches a unanimous decision to dismiss the appeal, the teacher's score and evaluation shall remain unchanged and the appeal process shall end. This determination shall be final and binding.

(10) If appeal committee reaches a unanimous decision to sustain the appeal, the committee shall then issue an appropriate remedy. This determination shall be final and binding.

(11) If the decision of the appeal committee is not unanimous, the appeal shall be forwarded to the Superintendent to review the appeal for a final determination. The Superintendent shall issue a decision within ten (10) calendar days of his/her receipt of the appeal.

If the Superintendent sustains the appeal he/she shall issue an appropriate remedy. If the Superintendent dismisses or denies the appeal, the teacher's score and evaluation shall remain unchanged and the appeal process shall end. The Superintendent's decision shall be final and binding and may not be reviewed or appealed further.

(12) The Superintendent shall not conduct formal observations of tenured teachers under this APPR. The Superintendent may continue to conduct formal observations of probationary teachers. The Superintendent may serve as the appeal officer even if he/she conducted a walkthrough of a tenured teacher.

The teacher's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.

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

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

The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Evaluator and Lead evaluator training will include training on:

- (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;
- (4) Application and use of the teacher or principal rubric(s), 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 locally selected measures of student achievement used by the district evaluate its teachers or principals;
- (7) Use of the Statewide Instructional Reporting System;
- (8) The scoring methodology 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; and
- (9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

The Superintendent will ensure that evaluator and lead evaluators participate in annual and ongoing training (to achieve inter-rater agreement and inter-rater reliability) and are re-certified on an annual basis consisting of a minimum of 6 hours of training. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

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)

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

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

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

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

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

4-6
7-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
k-3	District, regional, or BOCES-developed	Broome Tioga BOCES Regionally Developed Math and ELA Assessments k-2
k-3	State assessment	NYS Math and ELA Grade 3 Assessments
4-6	State assessment	NYS Math and ELA Grades 4-6 Assessments
7-8	State assessment	NYS Math and ELA Grades 7-8 Assessments
9-12	State assessment	NYS Algebra I and ELA Regents

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. See attachment.

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

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

assets/survey-uploads/12156/1578010-lha0DogRNw/Chenango Valley Growth Attachment (Principal) 1-16-15.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

Not applicable.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
4-6	(d) measures used by district for teacher evaluation	All NYS assessments (ELA/Math 4-6, Science 4 examinations)
7-8	(d) measures used by district for teacher evaluation	All NYS assessments (ELA/Math 7-8, Science 8 examinations)
9-12	(d) measures used by district for teacher evaluation	All NYS Regents examinations administered in the Chenango Valley high school

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.	See attachment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.

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/12190/1578011-qBFVOWF7fC/Local 20 chart - Principals 12-15-14.xlsx

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

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

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

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and

subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
k-3	(d) measures used by district for teacher evaluation	NYS assessments in ELA/Math 3

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

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.

assets/survey-uploads/12190/1578011-T8MIGWUVm1/Local 20 chart - Principals 12-15-14.xlsx

8.3) Locally Developed Controls

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

Not applicable.

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.

Not applicable.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, December 24, 2014

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9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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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
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

See attachment.

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

assets/survey-uploads/12205/1578012-pMADJ4gk6R/Chenango Valley Other Measures (Principals) 12.23.14.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.	See attachment.
Effective: Overall performance and results meet standards.	See attachment.
Developing: Overall performance and results need improvement in order to meet standards.	See attachment.
Ineffective: Overall performance and results do not meet standards.	See attachment.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	53-57
Developing	50-52
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 Thursday, December 18, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	58-60
Effective	53-57
Developing	50-52
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 Tuesday, December 23, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/220559-Df0w3Xx5v6/Chenango Valley PIP 12.4.12.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

A. Appeals are limited to those identified by Education Law §3012-c, as follows:

1. The substance of the annual professional performance review;
2. The school district's adherence to the standards and methodologies required for such reviews;

3. The adherence to the Commissioner's regulations, as applicable to such reviews;
 4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
 5. The school district's issuance and/or implementation of the terms of the principal improvement plan.
- B. Appeals of annual professional performance reviews may be brought for ineffective or developing ratings for principals with tenure. Probationary principals can only appeal a rating of ineffective. All principals may appeal the issuance or implementation of a principal improvement plan.
- C. This appeals procedure does not diminish the authority of the School Board to terminate probationary principals during their probationary period or to deny tenure for statutory and constitutionally permissible reasons, and in compliance with Education Law §3012-c. In addition, appeal procedures shall not cause a probationary principal to acquire tenure when an evaluation appeal is pending. A probationary principal who is terminated or denied tenure may still pursue any appeal filed prior to their termination or denial of tenure. Any employment determination made by the District shall be in compliance with Education Law §3012-c. Probationary principals may only be terminated or denied tenure for constitutionally and statutorily permissible reasons other than the performance being appealed while an appeal is pending.
- D. A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.
- E. The principal shall provide documentation and evidence to support the appeal which shall be used by the reviewer to substantiate the decision to deny or affirm the appeal.
- F. All appeals shall be filed in writing and personally delivered to the Office of Superintendent by either the principal filing the appeal or an officer of the Administrators' Association.
- G. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review.
- H. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.
- I. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges shall be submitted with the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. The district shall transmit all documents and materials herein described to the appeals hearing officer with a transmittal letter identifying the contents and providing a copy of the transmittal letter to the principal. Any such information that is not submitted at the time the appeal is filed shall not be considered on behalf of the principal in the deliberations related to the resolution of the appeal.
- J. Within ten (10) business days of receipt of an appeal, the LE must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the LE's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the LE in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the detailed written response filed by the LE within (2) business days. All additional information submitted with the response will be received at the same time.
- K. Within twenty (20) business days of the LE's response, the District Superintendent of the BOCES serving the District shall review all materials and documents submitted by the principal and LE. The District Superintendent shall not discuss the appeal with the principal, the Superintendent or the LE from between the time the appeal is filed until his decision.
- L. A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the receipt of all materials and documents submitted by the principal and LE. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The District Superintendent must either affirm or set aside an LE's rating or improvement plan. A copy of the decision shall be provided to the principal, Superintendent and the LE.
- M. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review 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.

N. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.

O. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

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

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

The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- (1) The ISLLC 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;
- (4) Application and use of the teacher or principal rubric(s), 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 locally selected measures of student achievement used by the district evaluate its teachers or principals;
- (7) Use of the Statewide Instructional Reporting System;
- (8) The scoring methodology 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; and
- (9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

The Superintendent will ensure that evaluators and lead evaluators participate in annual and ongoing training (to achieve inter-rater agreement and inter-rater reliability) and are re-certified on an annual basis. Lead evaluators and evaluators will participate in minimally three hours of training per year. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

All Chenango Valley administrators will be certified as 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 Tuesday, January 20, 2015

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/12158/1578016-3Uqgn5g9Iu/APPR Signatures -1-20-15.pdf](assets/survey-uploads/12158/1578016-3Uqgn5g9Iu/APPR%20Signatures%20-1-20-15.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 Valley CSD

HEDI Chart for Task 2.11																				
% of students meeting or exceeding applicable target/minimum rigor expectation for growth																				
Highly Effective			Efficient									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	90-94	85-89	84	83	82	81	76-80	71-75	66-70	65	64	62-63	61	60	59	58	56-57	51-55	23-50	0-22

Chenango Valley Teachers Other Measure

Average Rubric Score	Points Earned
1.00	0
1.01	1
1.02-1.03	2
1.04	3
1.05-1.06	4
1.07	5
1.08-1.09	6
1.10	7
1.11-1.13	8
1.14	9
1.15-1.16	10
1.17	11
1.18-1.19	12
1.20	13
1.21-1.22	14
1.23	15
1.24-1.25	16
1.26	17
1.27-1.28	18
1.29	19
1.30-1.31	20
1.32	21
1.33-1.34	22
1.35	23
1.36-1.37	24
1.38	25
1.39-1.40	26
1.41	27
1.42-1.43	28
1.44	29
1.45-1.46	30
1.47	31
1.48-1.49	32
1.50-1.54	33
1.55-1.59	34
1.60-1.64	35
1.65-1.69	36
1.70-1.74	37
1.75-1.79	38
1.80-1.84	39
1.85-1.89	40
1.90-1.94	41
1.95-1.99	42

2.00-2.05	43
2.06-2.11	44
2.12-2.17	45
2.18-2.23	46
2.24-2.29	47
2.30-2.35	48
2.36-2.41	49
2.42-2.44	50
2.45-2.54	51
2.55-2.64	52
2.65-2.74	53
2.75-2.84	54
2.85-2.94	55
2.95-3.24	56
3.25-3.44	57
3.45-3.74	58
3.75-3.94	59
3.95-4.0	60

CHENANGO VALLEY CENTRAL SCHOOL DISTRICT
ANNUAL PROFESSIONAL PERFORMANCE REVIEW
TEACHER IMPROVEMENT PLAN (TIP)

The District's **Annual Professional Performance Review process (APPR)** is designed to recognize, support, and improve the teaching-learning process. The majority of teachers (as defined in the CVTA contract) will be well served by the APPR process and will find it to be a valuable experience for professional growth. There may be a small number of individuals, however, who need additional support. That support will come through a mutually developed plan related to the Annual Professional Performance Review process.

The **TIP ~ Teacher Improvement Plan** ~ is designed to recognize, support, and improve the teaching-learning process. The TIP also is designed to help teachers address areas in need of improvement based on one or more of the seven New York State teaching Standards:

- **Knowledge of Students and Student Learning:** Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students;
- **Knowledge of Content and Instructional Planning:** Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students;
- **Instructional Practice:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards;
- **Learning Environment:** Teachers work with all students to create a dynamic learning environment that supports achievement and growth;
- **Assessment for Student Learning:** Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. This includes assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction;
- **Professional Responsibilities and Collaboration:** Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. This includes the development of effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and
- **Professional Growth:** Teachers set informed goals and strive for continuous professional growth.

THE PURPOSES OF THE TIP

- To demonstrate the commitment of the district to the professional growth and development of all teachers;
- To improve the performance of teachers who are identified by the administration as needing improvement in any of the seven teaching standards;
- To implement a process that is a good faith effort to provide a supportive and structured plan for improvement within a certain timeframe.

THE TIP PROCEDURES

The TIP procedures are guidelines for the administrator and teacher involved in the TIP process. The teacher may involve a selected representative, such as the Department Chair, veteran teacher, mentor, or a CVTA representative.

- Document incidents related to the area(s) of concern;
- Identify the area(s) of concern;
- List the members of the support team;
- Develop a TIP plan.

THE TIP PLAN

The teacher and the administrator will draft and complete a TIP document using the district's model to guide the development of the TIP language. The TIP document will be signed by the teacher, the administrator, and a CVTA representative. Every effort will be made to ensure confidentiality. The plan will include:

- Goal(s)
- Action Steps
- Members of the Support Team
- A Timeline
- Monitoring Steps
- Assessment Criteria and Evaluation

CHENANGO VALLEY CENTRAL SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN

This form is a model to guide the development of the TIP.

Area(s) of Concern:

Goal(s):

Action Steps:

Members of the Support Team:

Timeline:

Monitoring Steps:

Assessment Criteria and Evaluation:

Teacher	Signature	Date
Administrator	Signature	Date
CVTA Representative	Signature	Date

Chenango Valley Growth (Principals)

If the State provides growth scores for the grades 4-12 principal(s), and such scores represent less than 30% of the students supervised by that principal, the district will set SLOs for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided scores will then be weighted proportionately with the SLO result(s) for the final HEDI score for the principal(s).

For SLOs, based on historical data, the principal in collaboration with the superintendent will set building wide growth targets. A principal will receive a HEDI score based upon the percent of students reaching their targets. Both the 2005 Standards and Common Core Math Regents Assessments will be administered. Principals will use the higher of the two scores for APPR purposes, so long as permissible. Students in Common Core courses may take both the Common core and comprehensive ELA Regents and the higher of the 2 scores will be used for APPR purposes as long as permitted by SED. When the comprehensive ELA Regents is no longer offered only the Common Core ELA Regents will be used.

For the K-3 principal the district has established a minimum rigor expectation for growth of 65. Historical data will be used to drive leadership decisions in an effort to achieve or exceed this minimum growth expectation. The district will set SLO for the largest courses in the building until at least 30% of students are covered. Where such course end in a state assessment that assessment will be used in the SLO. The SLO result will be weighted proportionally and combined for the final HEDI score for the principal.

For 3rd grade NYS assessment, scores will be converted as follows:

1=50

2=65

3=85

4=100

A 0-20 HEDI score will be determined using the attached chart.

Chenango Valley CSD

HEDI Chart for Task 7.3																				
% of students meeting or exceeding applicable target/minimum rigor expectation for growth																				
Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	90-94	85-89	84	83	81-82	78-80	75-77	72-74	71	69-70	66-68	63-65	61-62	60	59	58	56-57	51-55	23-50	0-22

Chenango Valley

60 Points Other Measures (Principals):

OTHER MEASURES (60%)

I. School Visits

A. The Lead Evaluator will make a minimum two visits annually to the principal's school for at least one hour.

B. One of the visits from the Lead Evaluator will be unannounced which shall occur between October 1st and April 1st. The Lead Evaluator will shadow the principal during the visitation for the purpose of observing and documenting evidence for the Rubric. The Lead Evaluator will meet during the visit or within five (5) working days after the unannounced visit with the principal to provide feedback on the evidence gathered during the visit.

C. The principal shall invite the Lead Evaluator to the announced visit and schedule the visit in collaboration with the Lead Evaluator. The principal shall review with the Lead Evaluator at the beginning of the visit the intended evidence to be provided and the specific schedule for the visit. The Lead Evaluator will meet during the visit or within five (5) working days after the announced visit with the principal to provide feedback on the evidence gathered during the visit.

II. Structured Evidence Gathering

A. The Lead Evaluator shall schedule and meet once during the school year with the principal for the purpose of reviewing formative and summative assessment data for the principal's school. The principal shall compile and organize their school data for review. The principal will be responsible for leading the discussion through analysis of the data and reflection on what leadership actions are being taken in light of the data.

B. The principal may submit to the Lead Evaluator a portfolio of evidence benchmarked against the principal practice rubric. The submission date must be no later than ten (10) working days prior to the date that the Lead Evaluator's annual evaluation on Other Measures is due.

III. Principal Practice Rubric

A. The Multidimensional Principal Performance Rubric shall be used as the principal practice rubric.

B. The principal practice rubric will be assigned 60 points of the total sixty points for Other Measures.

C. The total number of assigned points shall be allocated to the domains/standards in the rubric as follows:

- Domain 1-Shared Vision of Learning: **10 points**
- Domain 2-School Culture and Instructional Program: **20 points**
- Domain 3-Safe, Efficient, Effective Learning Environment: **10 points**
- Domain 4-Community: **5 points**
- Domain 5-Integrity, Fairness, and Ethics: **10 points**
- Domain 6-Political, Social, Economic, Legal and Cultural Context: **5 points**

The evaluator will collect evidence throughout the school year (during school visits and at the meeting included above) and will holistically score the principal on each domain of the rubric at the end of the school year. Within each domain, the indicators are scored 1-I, 2-D, 3-E, 4-H. The indicator scores are averaged. The average score obtained in each domain is then matched to the Rubric Score on the

corresponding chart below. The corresponding point value is awarded for each domain. Finally, each domain point value is added together to achieve a score out of 60.

Appendix A “Conversion Chart for 60% Other Measure (Principal Rubric)”

Domains 1, 3, & 5

Rubric Score		Points
3.25	4.00	10
2.75	3.24	9
2.50	2.74	8
2.25	2.49	7
2.00	2.24	6
1.75	1.99	5
1.60	1.74	4
1.45	1.59	3
1.30	1.44	2
1.15	1.29	1
1.00	1.14	0

Domains 4 & 6

Rubric Score		Points
3.25	4.00	5
2.50	3.24	4
2.00	2.49	3
1.75	1.99	2
1.50	1.74	1
1.00	1.49	0

Domain 2

Rubric Score		Points
3.50	4.00	20
3.25	3.49	19
3.00	3.24	18
2.75	2.99	17
2.60	2.74	16
2.50	2.59	15
2.40	2.49	14
2.30	2.39	13
2.20	2.29	12
2.10	2.19	11
2.00	2.09	10
1.90	1.99	9
1.80	1.89	8
1.70	1.79	7
1.60	1.69	6
1.50	1.59	5
1.40	1.49	4
1.30	1.39	3
1.20	1.29	2
1.10	1.19	1
1.00	1.09	0

Finally, the point values assigned for each domain will be added together to create a final composite score of out 60.

HI is the highest single District wide average proficiency rate in the Region.

LO is the lowest single District wide average proficiency rate in the Region.

RAP is the Regional Average Proficiency.

HI-RAP gap is the difference between the previously defined HI and the regional average proficiency

RAP-LO gap is the difference between the previously defined LO and the regional average proficiency

Values derived from the formula will represent the minimum necessary to achieve the corresponding HEDI point value

RAP + .82(HI-RAP gap) to HI	20
RAP + .63(HI-RAP gap) to RAP + .81(HI-RAP gap)	19
RAP + .44(HI-RAP gap) to RAP + .62(HI-RAP gap)	18
RAP + .25(HI-RAP gap) to RAP + .43(HI-RAP gap)	17
RAP + .06(HI-RAP gap) to RAP + .24(HI-RAP gap)	16
RAP - .05(RAP-LO gap) to RAP + .05(HI-RAP gap)	15
RAP - .11(RAP-LO gap) to RAP - .06(RAP-LO gap)	14
RAP - .17(RAP-LO gap) to RAP - .12(RAP-LO gap)	13
RAP - .24(RAP-LO gap) to RAP - .18(RAP-LO gap)	12
RAP - .3(RAP-LO gap) to RAP - .25(RAP-LO gap)	11
RAP - .36(RAP-LO gap) to RAP - .31(RAP-LO gap)	10
RAP - .43(RAP-LO gap) to RAP - .37(RAP-LO gap)	9
RAP - .49(RAP-LO gap) to RAP - .44(RAP-LO gap)	8
RAP - .55(RAP-LO gap) to RAP - .5(RAP-LO gap)	7
RAP - .62(RAP-LO gap) to RAP - .56(RAP-LO gap)	6
RAP - .68(RAP-LO gap) to RAP - .63(RAP-LO gap)	5
RAP - .74(RAP-LO gap) to RAP - .69(RAP-LO gap)	4
RAP - .81(RAP-LO gap) to RAP - .75(RAP-LO gap)	3
RAP - .87(RAP-LO gap) to RAP - .82(RAP-LO gap)	2
RAP - .93(RAP-LO gap) to RAP - .88(RAP-LO gap)	1
LO to RAP - .94(RAP-LO gap)	0

RAP + .67(HI-RAP gap) to HI	15
RAP + .34(HI-RAP gap) to RAP + .66(HI-RAP gap)	14
RAP + .1(HI-RAP gap) to RAP + .33(HI-RAP gap)	13
RAP to RAP + .09(HI-RAP gap)	12
RAP - .08(RAP-LO gap) to RAP - .01(RAP-LO gap)	11
RAP - .16(RAP-LO gap) to RAP - .09(RAP-LO gap)	10
RAP - .25(RAP-LO gap) to RAP - .17(RAP-LO gap)	9
RAP - .33(RAP-LO gap) to RAP - .26(RAP-LO gap)	8
RAP - .41(RAP-LO gap) to RAP - .34(RAP-LO gap)	7
RAP - .5(RAP-LO gap) to RAP - .42(RAP-LO gap)	6
RAP - .58(RAP-LO gap) to RAP - .51(RAP-LO gap)	5
RAP - .66(RAP-LO gap) to RAP - .59(RAP-LO gap)	4
RAP - .75(RAP-LO gap) to RAP - .67(RAP-LO gap)	3
RAP - .83(RAP-LO gap) to RAP - .76(RAP-LO gap)	2
RAP - .91(RAP-LO gap) to RAP - .84(RAP-LO gap)	1
LO to RAP - .92(RAP-LO gap)	0

SAMPLE

Enter HI, LO, and RAP

HI	86
LO	42
RAP	66
HI-RAP gap	20
RAP-LO gař	24
CV Prof Avę	62

82.3	86.0	20
78.5	82.2	19
74.7	78.4	18
70.9	74.6	17
67.1	70.8	16
64.7	67.0	15
63.2	64.6	14
61.8	63.1	13
60.1	61.7	12
58.7	60.0	11
57.2	58.6	10
55.5	57.1	9
54.1	55.4	8
52.7	54.0	7
51.0	52.6	6
49.5	50.9	5
48.1	49.4	4
46.4	48.0	3
45.0	46.3	2
43.5	44.9	1
42.0	43.4	0

HI 91
LO 63
RAP 83
HI-RAP gap 8
RAP-LO gap 20

89.6	91.0	20
88.0	89.5	19
86.5	88.0	18
85.0	86.4	17
83.5	84.9	16
82.0	83.4	15
80.8	81.8	14
		13
		12
		11
		10
		9
		8
		7
		6
		5
		4
		3
		2
		1
		0

SAMPLE

Enter HI, LO, and RAP

HI	86
LO	42
RAP	66
HI-RAP gap	20
RAP-LO gař	24
CV Prof Avę	62

82.3	86.0	20
78.5	82.2	19
74.7	78.4	18
70.9	74.6	17
67.1	70.8	16
64.7	67.0	15
63.2	64.6	14
61.8	63.1	13
60.1	61.7	12
58.7	60.0	11
57.2	58.6	10
55.5	57.1	9
54.1	55.4	8
52.7	54.0	7
51.0	52.6	6
49.5	50.9	5
48.1	49.4	4
46.4	48.0	3
45.0	46.3	2
43.5	44.9	1
42.0	43.4	0

HI 91
LO 63
RAP 83
HI-RAP gap 8
RAP-LO gap 20

89.6	91.0	20
88.0	89.5	19
86.5	88.0	18
85.0	86.4	17
83.5	84.9	16
82.0	83.4	15
80.8	81.8	14
		13
		12
		11
		10
		9
		8
		7
		6
		5
		4
		3
		2
		1
		0

Chenango Valley Local (Principals)

The 20 points will be calculated by using a regional comparison of state assessment results. The hi is equal to the highest single district wide average proficiency rate in the region. The lo is equal to the lowest single district wide average proficiency rate in the region. The regional average is equal to 15 points (on a 15-point scale the district wide average is equal to 12 points).

Any building wide average equal to or above the regional average will score between 15 and 20 points. Any building wide average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.

Grade Levels Assessments

K-3 Building goal based on 3rd grade NYS ELA and Math assessments.

4-6 Building goal based on 4-6 grades NYS ELA, Math, and Grade 4 Science assessments.

7-8 Building goal based on 7-8 grades NYS ELA, Math, and Grade 8 Science assessments.

9-12 Building goal based on 9-12 grades NYS Regents assessments.

All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Proficiency on NYS grades 3-8 assessments will be defined as a score of 3 or higher. Proficiency on Regents will be defined as a score of 65 or higher. HEDI points will be awarded on a 0-20 point scale in the absence of a value-added measure, and on a 0-15 point scale after the implementation of a value-added measure. The building wide proficiency average will be compared to the regional proficiency to award HEDI points.

Both the 2005 Standards and Common Core Math Regents Assessments will be administered. Principals will use the higher of the two scores for APPR purposes, so long as permissible. Students in Common Core courses may take both the Common core and comprehensive ELA Regents and the higher of the 2 scores will be used for APPR purposes as long as permitted by SED. When the comprehensive ELA Regents is no longer offered only the Common Core ELA Regents will be used.

HI is the highest single District wide average proficiency rate in the Region.

LO is the lowest single District wide average proficiency rate in the Region.

RAP is the Regional Average Proficiency.

HI-RAP gap is the difference between the previously defined HI and the regional average proficiency

RAP-LO gap is the difference between the previously defined LO and the regional average proficiency

Values derived from the formula will represent the minimum necessary to achieve the corresponding HEDI point value

RAP +.82(HI-RAP gap) to HI	20
RAP + .63(HI-RAP gap) to RAP + .81(HI-RAP gap)	19
RAP + .44(HI-RAP gap) to RAP + .62(HI-RAP gap)	18
RAP + .25(HI-RAP gap) to RAP + .43(HI-RAP gap)	17
RAP + .06(HI-RAP gap) to RAP + .24(HI-RAP gap)	16
RAP -.05(RAP-LO gap) to RAP +.05(HI-RAP gap)	15
RAP -.11(RAP-LO gap) to RAP -.06(RAP-LO gap)	14
RAP -.17(RAP-LO gap) to RAP -.12(RAP-LO gap)	13
RAP -.24(RAP-LO gap) to RAP -.18(RAP-LO gap)	12
RAP -.3(RAP-LO gap) to RAP -.25(RAP-LO gap)	11
RAP -.36(RAP-LO gap) to RAP -.31(RAP-LO gap)	10
RAP -.43(RAP-LO gap) to RAP -.37(RAP-LO gap)	9
RAP -.49(RAP-LO gap) to RAP -.44(RAP-LO gap)	8
RAP -.55(RAP-LO gap) to RAP -.5(RAP-LO gap)	7
RAP -.62(RAP-LO gap) to RAP -.56(RAP-LO gap)	6
RAP -.68(RAP-LO gap) to RAP -.63(RAP-LO gap)	5
RAP -.74(RAP-LO gap) to RAP -.69(RAP-LO gap)	4
RAP -.81(RAP-LO gap) to RAP -.75(RAP-LO gap)	3
RAP -.87(RAP-LO gap) to RAP -.82(RAP-LO gap)	2
RAP -.93(RAP-LO gap) to RAP -.88(RAP-LO gap)	1
LO to RAP -.94(RAP-LO gap)	0

RAP + .67(HI-RAP gap) to HI	15
RAP + .34(HI-RAP gap) to RAP + .66(HI-RAP gap)	14
RAP + .1(HI-RAP gap) to RAP + .33(HI-RAP gap)	13
RAP to RAP + .09(HI-RAP gap)	12
RAP -.08(RAP-LO gap) to RAP -.01(RAP-LO gap)	11
RAP -.16(RAP-LO gap) to RAP -.09(RAP-LO gap)	10
RAP -.25(RAP-LO gap) to RAP -.17(RAP-LO gap)	9
RAP -.33(RAP-LO gap) to RAP -.26(RAP-LO gap)	8
RAP -.41(RAP-LO gap) to RAP -.34(RAP-LO gap)	7
RAP -.5(RAP-LO gap) to RAP -.42(RAP-LO gap)	6
RAP -.58(RAP-LO gap) to RAP -.51(RAP-LO gap)	5
RAP -.66(RAP-LO gap) to RAP -.59(RAP-LO gap)	4
RAP -.75(RAP-LO gap) to RAP -.67(RAP-LO gap)	3
RAP -.83(RAP-LO gap) to RAP -.76(RAP-LO gap)	2
RAP -.91(RAP-LO gap) to RAP -.84(RAP-LO gap)	1
LO to RAP -.92(RAP-LO gap)	0

SAMPLE

Enter HI, LO, and RAP

HI	86
LO	42
RAP	66
HI-RAP gap	20
RAP-LO gař	24
CV Prof Avę	62

82.3	86.0	20
78.5	82.2	19
74.7	78.4	18
70.9	74.6	17
67.1	70.8	16
64.7	67.0	15
63.2	64.6	14
61.8	63.1	13
60.1	61.7	12
58.7	60.0	11
57.2	58.6	10
55.5	57.1	9
54.1	55.4	8
52.7	54.0	7
51.0	52.6	6
49.5	50.9	5
48.1	49.4	4
46.4	48.0	3
45.0	46.3	2
43.5	44.9	1
42.0	43.4	0

Chenango Valley Local (Principals)

The 20 points will be calculated by using a regional comparison of state assessment results. The hi is equal to the highest single district wide average proficiency rate in the region. The lo is equal to the lowest single district wide average proficiency rate in the region. The regional average is equal to 15 points (on a 15-point scale the district wide average is equal to 12 points).

Any building wide average equal to or above the regional average will score between 15 and 20 points. Any building wide average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.

Grade Levels Assessments

K-3 Building goal based on 3rd grade NYS ELA and Math assessments.

4-6 Building goal based on 4-6 grades NYS ELA, Math, and Grade 4 Science assessments.

7-8 Building goal based on 7-8 grades NYS ELA, Math, and Grade 8 Science assessments.

9-12 Building goal based on 9-12 grades NYS Regents assessments.

All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Proficiency on NYS grades 3-8 assessments will be defined as a score of 3 or higher. Proficiency on Regents will be defined as a score of 65 or higher. HEDI points will be awarded on a 0-20 point scale in the absence of a value-added measure, and on a 0-15 point scale after the implementation of a value-added measure. The building wide proficiency average will be compared to the regional proficiency to award HEDI points.

Both the 2005 Standards and Common Core Math Regents Assessments will be administered. Principals will use the higher of the two scores for APPR purposes, so long as permissible. Students in Common Core courses may take both the Common core and comprehensive ELA Regents and the higher of the 2 scores will be used for APPR purposes as long as permitted by SED. When the comprehensive ELA Regents is no longer offered only the Common Core ELA Regents will be used.

HI is the highest single District wide average proficiency rate in the Region.

LO is the lowest single District wide average proficiency rate in the Region.

RAP is the Regional Average Proficiency.

HI-RAP gap is the difference between the previously defined HI and the regional average proficiency

RAP-LO gap is the difference between the previously defined LO and the regional average proficiency

Values derived from the formula will represent the minimum necessary to achieve the corresponding HEDI point value

RAP +.82(HI-RAP gap) to HI	20
RAP + .63(HI-RAP gap) to RAP + .81(HI-RAP gap)	19
RAP + .44(HI-RAP gap) to RAP + .62(HI-RAP gap)	18
RAP + .25(HI-RAP gap) to RAP + .43(HI-RAP gap)	17
RAP + .06(HI-RAP gap) to RAP + .24(HI-RAP gap)	16
RAP -.05(RAP-LO gap) to RAP +.05(HI-RAP gap)	15
RAP -.11(RAP-LO gap) to RAP -.06(RAP-LO gap)	14
RAP -.17(RAP-LO gap) to RAP -.12(RAP-LO gap)	13
RAP -.24(RAP-LO gap) to RAP -.18(RAP-LO gap)	12
RAP -.3(RAP-LO gap) to RAP -.25(RAP-LO gap)	11
RAP -.36(RAP-LO gap) to RAP -.31(RAP-LO gap)	10
RAP -.43(RAP-LO gap) to RAP -.37(RAP-LO gap)	9
RAP -.49(RAP-LO gap) to RAP -.44(RAP-LO gap)	8
RAP -.55(RAP-LO gap) to RAP -.5(RAP-LO gap)	7
RAP -.62(RAP-LO gap) to RAP -.56(RAP-LO gap)	6
RAP -.68(RAP-LO gap) to RAP -.63(RAP-LO gap)	5
RAP -.74(RAP-LO gap) to RAP -.69(RAP-LO gap)	4
RAP -.81(RAP-LO gap) to RAP -.75(RAP-LO gap)	3
RAP -.87(RAP-LO gap) to RAP -.82(RAP-LO gap)	2
RAP -.93(RAP-LO gap) to RAP -.88(RAP-LO gap)	1
LO to RAP -.94(RAP-LO gap)	0

RAP + .67(HI-RAP gap) to HI	15
RAP + .34(HI-RAP gap) to RAP + .66(HI-RAP gap)	14
RAP + .1(HI-RAP gap) to RAP + .33(HI-RAP gap)	13
RAP to RAP + .09(HI-RAP gap)	12
RAP -.08(RAP-LO gap) to RAP -.01(RAP-LO gap)	11
RAP -.16(RAP-LO gap) to RAP -.09(RAP-LO gap)	10
RAP -.25(RAP-LO gap) to RAP -.17(RAP-LO gap)	9
RAP -.33(RAP-LO gap) to RAP -.26(RAP-LO gap)	8
RAP -.41(RAP-LO gap) to RAP -.34(RAP-LO gap)	7
RAP -.5(RAP-LO gap) to RAP -.42(RAP-LO gap)	6
RAP -.58(RAP-LO gap) to RAP -.51(RAP-LO gap)	5
RAP -.66(RAP-LO gap) to RAP -.59(RAP-LO gap)	4
RAP -.75(RAP-LO gap) to RAP -.67(RAP-LO gap)	3
RAP -.83(RAP-LO gap) to RAP -.76(RAP-LO gap)	2
RAP -.91(RAP-LO gap) to RAP -.84(RAP-LO gap)	1
LO to RAP -.92(RAP-LO gap)	0

SAMPLE

Enter HI, LO, and RAP

HI	86
LO	42
RAP	66
HI-RAP gap	20
RAP-LO gař	24
CV Prof Avę	62

82.3	86.0	20
78.5	82.2	19
74.7	78.4	18
70.9	74.6	17
67.1	70.8	16
64.7	67.0	15
63.2	64.6	14
61.8	63.1	13
60.1	61.7	12
58.7	60.0	11
57.2	58.6	10
55.5	57.1	9
54.1	55.4	8
52.7	54.0	7
51.0	52.6	6
49.5	50.9	5
48.1	49.4	4
46.4	48.0	3
45.0	46.3	2
43.5	44.9	1
42.0	43.4	0

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 1/20/15

David Price

Teachers Union President Signature: Date: 1/20/15

Susan Gibson

Administrative Union President Signature: Date: 1/20/15

T. Hill

Board of Education President Signature: Date: 1/20/15

[Signature]

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

 