



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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

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November 8, 2013

Revised

Bert Lictus, Superintendent
Clymer Central School District
8672 East Main Street
Clymer, NY 14724

Dear Superintendent Moon:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: David P. O'Rourke

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 Wednesday, September 18, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 060701040000

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

060701040000

1.2) School District Name: CLYMER CSD

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

CLYMER CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Monday, November 04, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
1	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
2	State-approved 3rd party assessment	i-Ready Diagnostic 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.	Based on the baseline data of the pre-assessment, individual growth targets will be set by the principal in collaboration with the affected teacher. Goals are approved by the administrative team, including the superintendent. The student goals are individually set for each student. The teacher HEDI score is converted by the principal according to the points as delineated below in collaboration with the Dean of Students based on the results of the summative assessment as scored by an independent teacher who is not affected by the results.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points: 96-100% based on the percentage of students who meet or exceed the growth target 19 points: 91-95% based on the percentage of students who meet or exceed the growth target 18 points: 86-90% based on the percentage of students who

meet or exceed the growth target

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

17 points: 81-85% based on the percentage of students who meet or exceed the growth target

16 points: 76-80% based on the percentage of students who meet or exceed the growth target

15 points: 71-75% based on the percentage of students who meet or exceed the growth target

14 points: 66-70% based on the percentage of students who meet or exceed the growth target

13 points: 61-65% based on the percentage of students who meet or exceed the growth target

12 points: 56-60% based on the percentage of students who meet or exceed the growth target

11 Points: 51-55% based on the percentage of students who meet or exceed the growth target

10 points: 46-50% based on the percentage of students who meet or exceed the growth target

9 points: 41-45% based on the percentage of students who meet or exceed the growth target

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

8 points: 36-40% based on the percentage of students who meet or exceed the growth target

7 points: 31-35% based on the percentage of students who meet or exceed the growth target

6 points: 26-30% based on the percentage of students who meet or exceed the growth target

5 points: 21-25% based on the percentage of students who meet or exceed the growth target

4 points: 16-20% based on the percentage of students who meet or exceed the growth target

3 points: 11-15% based on the percentage of students who meet or exceed the growth target

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

2 points: 6-10% based on the percentage of students who meet or exceed the growth target

1 point: 1-5% based on the percentage of students who meet or exceed the growth target

0 points: 0% based on the percentage of students who meet or exceed the growth target

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
1	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
2	State-approved 3rd party assessment	i-Ready Diagnostic 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.	Based on the baseline data of the pre-assessment, individual growth targets will be set by the principal in collaboration with the affected teacher. Goals are approved by the administrative team, including the superintendent. The student goals are individually set for each student. The teacher HEDI score is converted by the principal according to the points as delineated below in collaboration with the Dean of Students based on the results of the summative assessment as scored by an independent teacher who is not affected by the results.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points: 96-100% based on the percentage of students who meet or exceed the growth target 19 points: 91-95% based on the percentage of students who meet or exceed the growth target 18 points: 86-90% based on the percentage of students who meet or exceed the growth target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points: 81-85% based on the percentage of students who meet or exceed the growth target 16 points: 76-80% based on the percentage of students who meet or exceed the growth target 15 points: 71-75% based on the percentage of students who meet or exceed the growth target 14 points: 66-70% based on the percentage of students who meet or exceed the growth target 13 points: 61-65% based on the percentage of students who meet or exceed the growth target 12 points: 56-60% based on the percentage of students who meet or exceed the growth target 11 Points: 51-55% based on the percentage of students who meet or exceed the growth target 10 points: 46-50% based on the percentage of students who

	meet or exceed the growth target
	9 points: 41-45% based on the percentage of students who meet or exceed the growth target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points: 36-40% based on the percentage of students who meet or exceed the growth target
	7 points: 31-35% based on the percentage of students who meet or exceed the growth target
	6 points: 26-30% based on the percentage of students who meet or exceed the growth target
	5 points: 21-25% based on the percentage of students who meet or exceed the growth target
	4 points: 16-20% based on the percentage of students who meet or exceed the growth target
	3 points: 11-15% based on the percentage of students who meet or exceed the growth target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points: 6-10% based on the percentage of students who meet or exceed the growth target
	1 point: 1-5% based on the percentage of students who meet or exceed the growth target
	0 points: 0% based on the percentage of students who meet or exceed the growth target

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Erie 2 BOCES facilitated regionally developed 6th grade science assessment
7	District, regional or BOCES-developed assessment	Erie 2 BOCES facilitated regionally developed 7th grade science assessment.
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	Based on the baseline data of the pre-assessment, individual growth targets will be set by the principal in collaboration with the affected teacher. Goals are approved by the administrative
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2.11, below.	<p>team, including the superintendent. The student goals are individually set for each student.</p> <p>The teacher HEDI score is converted by the principal according to the points as delineated below in collaboration with the Dean of Students based on the results of the summative assessment as scored by an independent teacher who is not affected by the results.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	<p>20 points: 96-100% based on the percentage of students who meet or exceed the growth target</p> <p>19 points: 91-95% based on the percentage of students who meet or exceed the growth target</p> <p>18 points: 86-90% based on the percentage of students who meet or exceed the growth target</p>
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	<p>17 points: 81-85% based on the percentage of students who meet or exceed the growth target</p> <p>16 points: 76-80% based on the percentage of students who meet or exceed the growth target</p> <p>15 points: 71-75% based on the percentage of students who meet or exceed the growth target</p> <p>14 points: 66-70% based on the percentage of students who meet or exceed the growth target</p> <p>13 points: 61-65% based on the percentage of students who meet or exceed the growth target</p> <p>12 points: 56-60% based on the percentage of students who meet or exceed the growth target</p> <p>11 Points: 51-55% based on the percentage of students who meet or exceed the growth target</p> <p>10 points: 46-50% based on the percentage of students who meet or exceed the growth target</p> <p>9 points: 41-45% based on the percentage of students who meet or exceed the growth target</p>
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	<p>8 points: 36-40% based on the percentage of students who meet or exceed the growth target</p> <p>7 points: 31-35% based on the percentage of students who meet or exceed the growth target</p> <p>6 points: 26-30% based on the percentage of students who meet or exceed the growth target</p> <p>5 points: 21-25% based on the percentage of students who meet or exceed the growth target</p> <p>4 points: 16-20% based on the percentage of students who meet or exceed the growth target</p> <p>3 points: 11-15% based on the percentage of students who meet or exceed the growth target</p>

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points: 6-10% based on the percentage of students who meet or exceed the growth target
	1 point: 1-5% based on the percentage of students who meet or exceed the growth target
	0 points: 0% based on the percentage of students who meet or exceed the growth target

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Erie 2 BOCES facilitated regionally developed 6th grade social studies assessment
7	District, regional or BOCES-developed assessment	Erie 2 BOCES facilitated regionally developed 7th grade social studies assessment
8	District, regional or BOCES-developed assessment	Erie 2 BOCES facilitated regionally developed 8th grade social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data of the pre-assessment, individual growth targets will be set by the principal in collaboration with the affected teacher. Goals are approved by the administrative team, including the superintendent. The student goals are individually set for each student. The teacher HEDI score is converted by the principal according to the points as delineated below in collaboration with the Dean of Students based on the results of the summative assessment as scored by an independent teacher who is not affected by the results.
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Developing (3 - 8 points) Results are below District goals for similar students.

8 points: 36-40% based on the percentage of students who meet or exceed the growth target

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2 points: 6-10% based on the percentage of students who meet or exceed the growth target

1 point: 1-5% based on the percentage of students who meet or exceed the growth target

0 points: 0% based on the percentage of students who meet or exceed the growth target

2.6) High School Social Studies Regents Courses

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

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

Assessment		
Global 1	Regents Assessment	Clymer Central School District developed Global 1 Assessment

Social Studies Regents Courses	Assessment
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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.	Based on the baseline data of the pre-assessment, individual growth targets will be set by the principal in collaboration with the affected teacher. Goals are approved by the administrative team, including the superintendent. The student goals are individually set for each student. The teacher HEDI score is converted by the principal according to the points as delineated below in collaboration with the Dean of Students based on the results of the summative assessment as scored by an independent teacher who is not affected by the results.
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0 points: 0% based on the percentage of students who meet or exceed the growth target

2.7) High School Science Regents Courses

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

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

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

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

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

Based on the baseline data of the pre-assessment, individual growth targets will be set by the principal in collaboration with the affected teacher. Goals are approved by the administrative team, including the superintendent. The student goals are individually set for each student. The teacher HEDI score is converted by the principal according to the points as delineated below in collaboration with the Dean of Students based on the results of the summative assessment as scored by an independent teacher who is not affected by the results.

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

20 points: 96-100% based on the percentage of students who meet or exceed the growth target

19 points: 91-95% based on the percentage of students who meet or exceed the growth target

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1 point: 1-5% based on the percentage of students who meet or exceed the growth target

0 points: 0% based on the percentage of students who meet or exceed the growth target

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Based on the baseline data of the pre-assessment, individual growth targets will be set by the principal in collaboration with the affected teacher. Goals are approved by the administrative team, including the superintendent. The student goals are individually set for each student.</p> <p>The teacher HEDI score is converted by the principal according to the points as delineated below in collaboration with the Dean of Students based on the results of the summative assessment as scored by an independent teacher who is not affected by the results. Clymer CSD is offering both the NYS Integrated Algebra Regents Assessments and the NYS Common Core Algebra Regents Assessment and students in Common Core courses will take both assessments. The higher score of these two Regents assessments will be used to evaluate the teacher.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	<p>20 points: 96-100% based on the percentage of students who meet or exceed the growth target</p> <p>19 points: 91-95% based on the percentage of students who meet or exceed the growth target</p> <p>18 points: 86-90% based on the percentage of students who meet or exceed the growth target</p>
Effective (9 - 17 points) Results meet District goals for similar students.	<p>17 points: 81-85% based on the percentage of students who meet or exceed the growth target</p> <p>16 points: 76-80% based on the percentage of students who meet or exceed the growth target</p> <p>15 points: 71-75% based on the percentage of students who meet or exceed the growth target</p>

14 points: 66-70% based on the percentage of students who meet or exceed the growth target

13 points: 61-65% based on the percentage of students who meet or exceed the growth target

12 points: 56-60% based on the percentage of students who meet or exceed the growth target

11 Points: 51-55% based on the percentage of students who meet or exceed the growth target

10 points: 46-50% based on the percentage of students who meet or exceed the growth target

9 points: 41-45% based on the percentage of students who meet or exceed the growth target

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

8 points: 36-40% based on the percentage of students who meet or exceed the growth target

7 points: 31-35% based on the percentage of students who meet or exceed the growth target

6 points: 26-30% based on the percentage of students who meet or exceed the growth target

5 points: 21-25% based on the percentage of students who meet or exceed the growth target

4 points: 16-20% based on the percentage of students who meet or exceed the growth target

3 points: 11-15% based on the percentage of students who meet or exceed the growth target

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

2 points: 6-10% based on the percentage of students who meet or exceed the growth target

1 point: 1-5% based on the percentage of students who meet or exceed the growth target

0 points: 0% based on the percentage of students who meet or exceed the growth target

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	i-Ready Diagnostic for Reading 9-12
Grade 10 ELA	State approved 3rd party assessment	i-Ready Diagnostic for Reading 9-12

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

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

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

Based on the baseline data of the pre-assessment, individual growth targets will be set by the principal in collaboration with the affected teacher. Goals are approved by the administrative team, including the superintendent. The student goals are individually set for each student.

The teacher HEDI score is converted by the principal according to the points as delineated below in collaboration with the Dean of Students based on the results of the summative assessment as scored by an independent teacher who is not affected by the results. Clymer CSD is offering both the NYS Comprehensive English Regents Assessments and the NYS Common Core English Regents Assessment and students in common core courses will take both assessments. The higher score of these two Regents assessments will be used to evaluate the teacher.

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

20 points: 96-100% based on the percentage of students who meet or exceed the growth target

19 points: 91-95% based on the percentage of students who meet or exceed the growth target

18 points: 86-90% based on the percentage of students who meet or exceed the growth target

Effective (9 - 17 points) Results meet District goals for similar students.

17 points: 81-85% based on the percentage of students who meet or exceed the growth target

16 points: 76-80% based on the percentage of students who meet or exceed the growth target

15 points: 71-75% based on the percentage of students who meet or exceed the growth target

14 points: 66-70% based on the percentage of students who meet or exceed the growth target

13 points: 61-65% based on the percentage of students who meet or exceed the growth target

12 points: 56-60% based on the percentage of students who meet or exceed the growth target

11 Points: 51-55% based on the percentage of students who meet or exceed the growth target

10 points: 46-50% based on the percentage of students who

meet or exceed the growth target

9 points: 41-45% based on the percentage of students who meet or exceed the growth target

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

8 points: 36-40% based on the percentage of students who meet or exceed the growth target

7 points: 31-35% based on the percentage of students who meet or exceed the growth target

6 points: 26-30% based on the percentage of students who meet or exceed the growth target

5 points: 21-25% based on the percentage of students who meet or exceed the growth target

4 points: 16-20% based on the percentage of students who meet or exceed the growth target

3 points: 11-15% based on the percentage of students who meet or exceed the growth target

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

2 points: 6-10% based on the percentage of students who meet or exceed the growth target

1 point: 1-5% based on the percentage of students who meet or exceed the growth target

0 points: 0% based on the percentage of students who meet or exceed the growth target

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Physical Education/Health	School/BOCES-wide/group/team results based on State	4-8 NYS ELA and Math Assessment
Art	School/BOCES-wide/group/team results based on State	4-8 NYS ELA and Math Assessment
Music	School/BOCES-wide/group/team results based on State	4-8 NYS ELA and Math Assessment
Business/Computers	School/BOCES-wide/group/team results based on State	4-8 NYS ELA and Math Assessment
Technology	School/BOCES-wide/group/team results based on State	4-8 NYS ELA and Math Assessment
Agriculture	School/BOCES-wide/group/team results based on State	4-8 NYS ELA and Math Assessment
LOTE	School/BOCES-wide/group/team results based on State	4-8 NYS ELA and Math Assessment
K-12 Library	School/BOCES-wide/group/team results based on State	4-8 NYS ELA and Math Assessment

Special Education	School/BOCES-wide/group/team results based on State	4-8 NYS ELA and Math Assessment
Academic Support	School/BOCES-wide/group/team results based on State	4-8 NYS ELA and Math Assessment
Self Contained Special Education	State Assessment	NYSAA(New York State Alternate Assessment)
ELA 12	District, Regional or BOCES-developed	Clymer Central School developed 12th grade ELA Assessment

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

<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 2.11, below.</p>	<p>Based on the baseline data of the pre-assessment, individual growth targets will be set by the principal in collaboration with the affected teacher. Goals are approved by the administrative team, including the superintendent. The student goals are individually set for each student.</p> <p>The teacher HEDI score is converted by the principal according to the points as delineated below in collaboration with the Dean of Students based on the results of the summative assessment as scored by an independent teacher who is not affected by the results.</p> <p>For school-wide measures the district will use the average of state provided growth scores weighted proportionately based on the number of students within each SLO for the listed assessments. See the attached document 2.11 for the 25 point state provided growth score to 20 point HEDI conversion table for when the value added measure is used. Normal rounding rules will apply.</p> <p>For all other courses, individual growth targets will be set by the principal in collaboration with teachers and approved by the administrative team, including the superintendent. The student growth targets are individually set for each student. Based on the percentage of students who meet or exceed their targets the corresponding 0-20 HEDI score will result.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>20 points: 96-100% based on the percentage of students who meet or exceed the growth target</p> <p>19 points: 91-95% based on the percentage of students who meet or exceed the growth target</p> <p>18 points: 86-90% based on the percentage of students who meet or exceed the growth target</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>17 points: 81-85% based on the percentage of students who meet or exceed the growth target</p> <p>16 points: 76-80% based on the percentage of students who meet or exceed the growth target</p> <p>15 points: 71-75% based on the percentage of students who meet or exceed the growth target</p> <p>14 points: 66-70% based on the percentage of students who meet or exceed the growth target</p>

13 points: 61-65% based on the percentage of students who meet or exceed the growth target

12 points: 56-60% based on the percentage of students who meet or exceed the growth target

11 Points: 51-55% based on the percentage of students who meet or exceed the growth target

10 points: 46-50% based on the percentage of students who meet or exceed the growth target

9 points: 41-45% based on the percentage of students who meet or exceed the growth target

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

8 points: 36-40% based on the percentage of students who meet or exceed the growth target

7 points: 31-35% based on the percentage of students who meet or exceed the growth target

6 points: 26-30% based on the percentage of students who meet or exceed the growth target

5 points: 21-25% based on the percentage of students who meet or exceed the growth target

4 points: 16-20% based on the percentage of students who meet or exceed the growth target

3 points: 11-15% based on the percentage of students who meet or exceed the growth target

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

2 points: 6-10% based on the percentage of students who meet or exceed the growth target

1 point: 1-5% based on the percentage of students who meet or exceed the growth target

0 points: 0% based on the percentage of students who meet or exceed the growth target

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/641460-TXEttx9bQW/25-20 conversion chart.doc

2.12) Locally Developed Controls

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

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

Clymer CSD is not using locally developed controls.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, October 18, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
5	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
6	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
7	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
8	4) State-approved 3rd party assessments	i-Ready Diagnostic 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 achievement target set throughout the local measures will be based on this year's achievement results on each assessment as approved by the administrative team. The achievement targets are based on consideration of prior academic history on these assessments. Based on overall percentage of students who meet or exceed the achievement target a corresponding 0-15 (0-20 until value added is applied) HEDI score will result. When iReady Diagnostic Assessment is used as the assessment, the individual students have targets set (as described above) for on grade level or above as determined by I-Ready. With no value added model, we will use the same scale as listed in 3.4.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 points: 95-100% students meeting achievement target 14 points: 89-94% students meeting achievement target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 points: 82-88% students meeting achievement target 12 points: 76-81% students meeting achievement target 11 points: 69-75% students meeting achievement target 10 points: 62-68% students meeting achievement target 9 points: 55-61% students meeting achievement target 8 points: 49-54% students meeting achievement target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 points: 42-48% students meeting achievement target 6 points: 35-41% students meeting achievement target 5 points: 28-34% students meeting achievement target 4 points: 21-27% students meeting achievement target 3 points: 14-20% students meeting achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points: 7-13% students meeting achievement target 1 points: 1-6% students meeting achievement target 0 points: 0% students meeting achievement target

3.2) Grades 4-8 Math

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

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

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

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

<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 3.3, below.</p>	<p>The achievement target set throughout the local measures will be based on this year's achievement results on each assessment as approved by the administrative team. The achievement targets are based on consideration of prior academic history on these assessments. Based on overall percentage of students who meet or exceed the achievement target a corresponding 0-15 (0-20 until value added is applied) HEDI score will result. When iReady Diagnostic Assessment is used as the assessment, the individual students have targets set (as described above) for on grade level or above as determined by I-Ready. With no value added model, we will use the same scale as listed in 3.4.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>15 points: 95-100% students meeting achievement target 14 points: 89-94% students meeting achievement target</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>13 points: 82-88% students meeting achievement target 12 points: 76-81% students meeting achievement target 11 points: 69-75% students meeting achievement target 10 points: 62-68% students meeting achievement target 9 points: 55-61% students meeting achievement target 8 points: 49-54% students meeting achievement target</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>7 points: 42-48% students meeting achievement target 6 points: 35-41% students meeting achievement target 5 points: 28-34% students meeting achievement target 4 points: 21-27% students meeting achievement target 3 points: 14-20% students meeting achievement target</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2 points: 7-13% students meeting achievement target 1 points: 1-6% students meeting achievement target 0 points: 0% students meeting achievement target</p>

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.

(No response)

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	4th grade ELA NY State Assessments
1	6(ii) School-wide measure computed locally	4th grade ELA NY State Assessments
2	6(ii) School-wide measure computed locally	4th grade ELA NY State Assessments
3	6(ii) School-wide measure computed locally	4th grade ELA NY State Assessments

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The achievement target set throughout the local measures will be based on this year's achievement results on each assessment as approved by the administrative team. The achievement targets are based on consideration of prior academic history on these assessments. Based on overall percentage of students who meet or exceed the achievement target a corresponding 0-20 HEDI score will result. For students taking NYS assessments, a school-wide measure computed locally will be used. HEDI points will be based on the school wide results of the NYS and or Regents assessments.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points: 96-100% students met achievement target 19 points: 91-95% students met achievement target 18 points: 86-90% students met achievement target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points: 81-85% students met achievement target 16 points: 76-80% students met achievement target 15 points: 71-75% students met achievement target 14 points: 66-70% students met achievement target 13 points: 61-65% students met achievement target 12 points: 56-60% students met achievement target 11 Points: 51-55% students met achievement target 10 points: 46-50% students met achievement target 9 points: 41-45% students met achievement target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points: 36-40% students met a achievement target 7 points: 31-35% students met achievement target 6 points: 26-30% students met achievement target 5 points: 21-25% students met achievement target 4 points: 16-20% students met achievement target 3 points: 11-15% students met achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points: 6-10% students met achievement target 1 point: 1-5% students met achievement target 0 points: 0% students met achievement target

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	4th grade Math NYS Assessments
1	6(ii) School-wide measure computed locally	4th grade Math NYS Assessments
2	6(ii) School-wide measure computed locally	4th grade Math NYS Assessments
3	6(ii) School-wide measure computed locally	4th grade Math NYS Assessments

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.	The achievement target set throughout the local measures will be based on this year's achievement results on each assessment as approved by the administrative team. The achievement targets are based on consideration of prior academic history on these assessments. Based on overall percentage of students who meet or exceed the achievement target a corresponding 0-20 HEDI score will result. For students taking NYS assessments, a school-wide measure computed locally will be used. HEDI points will be based on the school wide results of the NYS and or Regents assessments.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points: 96-100% students met achievement target 19 points: 91-95% students met achievement target 18 points: 86-90% students met achievement target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points: 81-85% students met achievement target 16 points: 76-80% students met achievement target 15 points: 71-75% students met achievement target 14 points: 66-70% students met achievement target 13 points: 61-65% students met achievement target 12 points: 56-60% students met achievement target 11 Points: 51-55% students met achievement target 10 points: 46-50% students met achievement target 9 points: 41-45% students met achievement target
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points: 36-40% students met achievement target 7 points: 31-35% students met achievement target 6 points: 26-30% students met achievement target 5 points: 21-25% students met achievement target 4 points: 16-20% students met achievement target 3 points: 11-15% students met achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points: 6-10% students met achievement target 1 point: 1-5% students met achievement target 0 points: 0% students met achievement target

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	8th grade science NYS Assessments
7	6(ii) School wide measure computed locally	8th grade science NYS Assessments
8	6(ii) School wide measure computed locally	8th grade science NYS Assessments

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.	The achievement target set throughout the local measures will be based on this year's achievement results on each assessment as approved by the administrative team. The achievement targets are based on consideration of prior academic history on these assessments. Based on overall percentage of students who meet or exceed the achievement target a corresponding 0-20 HEDI score will result. For students taking NYS assessments, a school-wide measure computed locally will be used. HEDI points will be based on the school wide results of the NYS and or Regents assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points: 96-100% students met achievement target 19 points: 91-95% students met achievement target 18 points: 86-90% students met achievement target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points: 81-85% students met achievement target 16 points: 76-80% students met achievement target 15 points: 71-75% students met achievement target 14 points: 66-70% students met achievement target 13 points: 61-65% students met achievement target 12 points: 56-60% students met achievement target 11 Points: 51-55% students met achievement target 10 points: 46-50% students met achievement target 9 points: 41-45% students met achievement target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points: 36-40% students met achievement target 7 points: 31-35% students met achievement target 6 points: 26-30% students met achievement target 5 points: 21-25% students met achievement target 4 points: 16-20% students met achievement target 3 points: 11-15% students met achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points: 6-10% students met achievement target 1 point: 1-5% students met achievement target 0 points: 0% students met achievement target

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	Global 2 NYS Regents Assessment
7	6(ii) School wide measure computed locally	Global 2 NYS Regents Assessment
8	6(ii) School wide measure computed locally	Global 2 NYS Regents 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	The achievement target set throughout the local measures will be based on this year's achievement results on each assessment
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.	as approved by the administrative team. The achievement targets are based on consideration of prior academic history on these assessments. Based on overall percentage of students who meet or exceed the achievement target a corresponding 0-20 HEDI score will result. For students taking NYS assessments, a school-wide measure computed locally will be used. HEDI points will be based on the school wide results of the NYS and or Regents assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points: 96-100% students met achievement target 19 points: 91-95% students met achievement target 18 points: 86-90% students met achievement target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points: 81-85% students met achievement target 16 points: 76-80% students met achievement target 15 points: 71-75% students met achievement target 14 points: 66-70% students met achievement target 13 points: 61-65% students met achievement target 12 points: 56-60% students met achievement target 11 Points: 51-55% students met achievement target 10 points: 46-50% students met achievement target 9 points: 41-45% students met achievement target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points: 36-40% students met achievement target 7 points: 31-35% students met achievement target 6 points: 26-30% students met achievement target 5 points: 21-25% students met achievement target 4 points: 16-20% students met achievement target 3 points: 11-15% students met achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points: 6-10% students met achievement target 1 point: 1-5% students met achievement target 0 points: 0% students met achievement target

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The achievement target set throughout the local measures will be based on this year's achievement results on each assessment as approved by the administrative team. The achievement targets are based on consideration of prior academic history on these assessments. Based on overall percentage of students who meet or exceed the achievement target a corresponding 0-20 HEDI score will result. For students taking NYS assessments, a school-wide measure computed locally will be used. HEDI points will be based on the school wide results of the NYS and or Regents assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points: 96-100% students met achievement target 19 points: 91-95% students met achievement target 18 points: 86-90% students met achievement target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points: 81-85% students met achievement target 16 points: 76-80% students met achievement target 15 points: 71-75% students met achievement target 14 points: 66-70% students met achievement target 13 points: 61-65% students met achievement target 12 points: 56-60% students met achievement target 11 Points: 51-55% students met achievement target 10 points: 46-50% students met achievement target 9 points: 41-45% students met achievement target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points: 36-40% students met achievement target 7 points: 31-35% students met achievement target 6 points: 26-30% students met achievement target 5 points: 21-25% students met achievement target 4 points: 16-20% students met achievement target 3 points: 11-15% students met achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points: 6-10% students met achievement target 1 point: 1-5% students met achievement target 0 points: 0% students met achievement target

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 Living Environment RegentsAssessment
Earth Science	6(ii) School wide measure computed locally	NYS Earth Science Regents Assessment
Chemistry	6(ii) School wide measure computed locally	NYS Chemistry Regents Assessment
Physics	6(ii) School wide measure computed locally	NYS Physics Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The achievement target set throughout the local measures will be based on this year's achievement results on each assessment as approved by the administrative team. The achievement targets are based on consideration of prior academic history on these assessments. Based on overall percentage of students who meet or exceed the achievement target a corresponding 0-20 HEDI score will result. For students taking NYS assessments, a school-wide measure computed locally will be used. HEDI points will be based on the school wide results of the NYS and or Regents assessments.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points: 96-100% students met achievement target 19 points: 91-95% students met achievement target 18 points: 86-90% students met achievement target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points: 36-40% students met achievement target 7 points: 31-35% students met achievement target 6 points: 26-30% students met achievement target 5 points: 21-25% students met achievement target 4 points: 16-20% students met achievement target 3 points: 11-15% students met achievement target
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points: 81-85% students met achievement target 16 points: 76-80% students met achievement target 15 points: 71-75% students met achievement target 14 points: 66-70% students met achievement target 13 points: 61-65% students met achievement target 12 points: 56-60% students met achievement target 11 Points: 51-55% students met achievement target 10 points: 46-50% students met achievement target 9 points: 41-45% students met achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points: 6-10% students met achievement target 1 point: 1-5% students met achievement target 0 points: 0% students met achievement target

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	4) State-approved 3rd party assessments	i-Ready Diagnostic For Math 9-12
Geometry	4) State-approved 3rd party assessments	i-Ready Diagnostic For Math 9-12
Algebra 2	4) State-approved 3rd party assessments	i-Ready Diagnostic For Math 9-12

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

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

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

<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 achievement target set throughout the local measures will be based on this year's achievement results on each assessment as approved by the administrative team. The achievement targets are based on consideration of prior academic history on these assessments. Based on overall percentage of students who meet or exceed the achievement target a corresponding 0-20 HEDI score will result.</p> <p>When iReady Diagnostic Assessment is used as the assessment, the individual students have targets set (as described above) for on grade level or above as determined by I-Ready. HEDI points will be based on the percentage of students who meet the achievement target.</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>20 points: 96-100% students met achievement target 19 points: 91-95% students met achievement target 18 points: 86-90% students met achievement target</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17 points: 81-85% students met achievement target 16 points: 76-80% students met achievement Target 15 points: 71-75% students met achievement target 14 points: 66-70% students met achievement target 13 points: 61-65% students met achievement target 12 points: 56-60% students met achievement target 11 Points: 51-55% students met achievement target 10 points: 46-50% students met achievement target 9 points: 41-45% students met achievement target</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>8 points: 36-40% students met achievement target 7 points: 31-35% students met achievement target 6 points: 26-30% students met achievement target 5 points: 21-25% students met achievement target 4 points: 16-20% students met achievement target 3 points: 11-15% students met achievement target</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2 points: 6-10% students met achievement target 1 point: 1-5% students met achievement target 0 points: 0% students met achievement target</p>

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
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Grade 9 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents and NYS Common Core English Regents
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents and NYS Common Core English Regents
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents and NYS Common Core English Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The achievement target set throughout the local measures will be based on this year's achievement results on each assessment as approved by the administrative team. The achievement targets are based on consideration of prior academic history on these assessments. Based on overall percentage of students who meet or exceed the achievement target a corresponding 0-20 HEDI score will result. For students taking NYS assessments, a school-wide measure computed locally will be used. We will administer both the NYS Comprehensive English Regents and the NYS Common Core English Regents exam to students in Common Core courses with the higher score of the two used to evaluate the teacher. HEDI points will be based on the school wide results of the NYS and or Regents assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points: 96-100% students met achievement target 19 points: 91-95% students met achievement target 18 points: 86-90% students met achievement target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points: 81-85% students met achievement target 16 points: 76-80% students met achievement target 15 points: 71-75% students met achievement target 14 points: 66-70% students met achievement target 13 points: 61-65% students met achievement target 12 points: 56-60% students met achievement target 11 Points: 51-55% students met achievement target 10 points: 46-50% students met achievement target 9 points: 41-45% students met achievement target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points: 36-40% students met achievement target 7 points: 31-35% students met achievement target 6 points: 26-30% students met achievement target 5 points: 21-25% students met achievement target 4 points: 16-20% students met achievement target 3 points: 11-15% students met achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	2 points: 6-10% students met achievement target 1 point: 1-5% students met achievement target

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Technology	5) District/regional/BOCES–developed	Clymer Central School developed Technology Assessment in grades 7 and 8
Music	5) District/regional/BOCES–developed	Clymer Central School developed Music Assessment in grades K-12
Art	5) District/regional/BOCES–developed	Clymer Central School developed Art Assessment in grades K-12
Physical Education	5) District/regional/BOCES–developed	Clymer Central School Physical Education Assessment in grades K-12
Business/Computers	5) District/regional/BOCES–developed	Clymer Central School developed Business/Computers Assessment for 8th graders
Agriculture	5) District/regional/BOCES–developed	Erie 2 BOCES Facilitated-Regionally Developed Course Specific Agriculture Assessment
LOTE	5) District/regional/BOCES–developed	Clymer Central School developed LOTE Assessment for 8th graders
ELA 12	6(ii) School wide measure computed locally	NYS Comprehensive English Regents and NYS Common Core English Regents
Special Education	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
Academic Support	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
Self Contained Special Education	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
Library	5) District/regional/BOCES–developed	Clymer Central School Developed course specific assessment

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

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

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

For courses using a BOCES, or district developed assessment, or Regents assessment the achievement target set throughout the local measures will be based on this year's achievement results on each assessment as approved by the administrative team. The achievement targets are based on consideration of prior academic history on these assessments. For courses using a school wide measure the achievement target set by the teachers and approved by the administrative team will be measured school wide. Based on overall percentage of students who meet or exceed the achievement target a corresponding 0-20 HEDI score will result.
 When iReady Diagnostic Assessment is used as the assessment, the individual students have targets set (as described above) for on grade level or above as determined by I-Ready. We will administer both the NYS Comprehensive English Regents and the NYS Common Core English Regents exam to students in Common Core courses with the higher score of the two used to evaluate the teacher.

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

20 points: 96-100% students met achievement target
 19 points: 91-95% students met achievement target
 18 points: 86-90% students met achievement target

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

17 points: 81-85% students met achievement target
 16 points: 76-80% students met achievement target
 15 points: 71-75% students met achievement target
 14 points: 66-70% students met achievement target
 13 points: 61-65% students met achievement target
 12 points: 56-60% students met achievement target
 11 Points: 51-55% students met achievement target
 10 points: 46-50% students met achievement target
 9 points: 41-45% students met achievement target

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

8 points: 36-40% students met achievement target
 7 points: 31-35% students met achievement target
 6 points: 26-30% students met achievement target
 5 points: 21-25% students met achievement target
 4 points: 16-20% students met achievement target
 3 points: 11-15% students met achievement target

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

2 points: 6-10% students met achievement target
 1 point: 1-5% students met achievement target
 0 points: 0% students met achievement target

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.

(No response)

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.

Clymer CSD is not using any locally developed controls.

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.

Each measure will receive a HEDI score that will be weighted equally with an average used to combine multiple measures into one score. Traditional rounding rules will apply; however, rounding rules will not result in a teacher moving between HEDI categories.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, October 15, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The Clymer CSD 0-10 Domain scores will be aligned with HEDI categories as follows: 0= Ineffective 7= Developing 9= Effective 10= Highly Effective.

The Danielson 2011 Rubric will be used for all 60 points. Domains 1,2,3, and 4 will be assessed using the Danielson Rubric during multiple classroom observations with pre and post observation meetings. During each observation all components of the rubric will be rated but not scored. A final determination of points will be based on multiple observations and evidence collected throughout the

observations. Observations will account for a total of up to 60 points. Normal rounding rules apply. There will be no movement of HEDI bands due to rounding.

Points are assigned based on a 0 for ineffective, 7 for developing, 9 for effective, and 10 for highly effective based on the Danielson Rubric. Each component in the rubric is worth a possible 10 points. Domains 1 and 4 each contain 6 components for a maximum of 60 points each. Domains 2 and 3 each contain 5 components for a maximum of 50 points each. The teacher score for each domain is then divided by the maximum possible rubric points for that domain to determine a percentage of maximum score. For example, if a teacher receives a 54 out of 60, 54/60 would equal 90 percent. That percentage is then multiplied by the maximum amount of points for the domain. Domains 1 and 4 are worth 10 points each, while domains 2 and 3 are worth a total of 20 points each. The total adds up to 60 HEDI points.

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

[assets/survey-uploads/5091/146108-eka9yMJ855/2641141-Scoring Procedure4.5.pdf](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Well above expectations: All targets are met or exceeded; and evidence indicates student learning gains well above district expectations, including special populations
Effective: Overall performance and results meet NYS Teaching Standards.	Meets Expectations: Most targets are met; and evidence indicates significant student learning gains that meets district expectations, including special populations
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Below Expectations: Some targets are met; and evidence indicates an impact on student learning that is below district expectations; overall has not met expectations
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Well Below Expectations: Targets are generally not met; and evidence indicates little to no student learning gains and results that are well below expectations

Provide the ranges for the 60-point scoring bands.

Highly Effective	57-60
Effective	54-56
Developing	50-53
Ineffective	0-49

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
-------------	---

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Monday, October 07, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	57-60
Effective	54-56
Developing	50-53
Ineffective	0-49

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

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

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

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

6. Additional Requirements - Teachers

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Updated Friday, October 18, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/146069-Df0w3Xx5v6/2639676-Clymer CSD TIP.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:

1. Only a teacher whose APPR rating is 'Ineffective' shall have the right to appeal the substance of the APPR
2. By the latter of June 30th or 15 business days from the receipt of the APPR composite rating the teacher must submit a written

appeal which shall include all reasons for appealing the rating

3. The appeal shall be heard by the Superintendent with a response to the appeal no more than 30 days after the receipt of the appeal.

The teacher shall be provided an opportunity to respond to any additional documentation presented to the Superintendent

4. Following a review of the record, the Superintendent shall render a written decision affirming, modifying or rejecting the rating. The Superintendent's decision regarding the appeal of the "Ineffective" rating is final.

5. 15 business days from the receipt of the APPR composite rating, the District shall provide the CEA a list of teachers rated 'Ineffective; or 'Developing'

No matter what, this process will be completed within 90 days of the initial 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.

Clymer CSD will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual performance review. The training will be provided by the Erie 2 BOCES Network Team who are authorized to train on behalf of an evaluation rubric approved by NYSED. The Superintendent will certify evaluators and maintain records of certification of evaluators. The District will maintain a process of inter-rater reliability in accordance with NYSED guidance and protocols including data analysis, periodic comparison of assessments and/or calibration across evaluators. Ongoing training will assure recertification of the lead evaluator. The following BOCES evaluator training consists of nine workshop days.

The training includes the following requirements for Lead Evaluators/Evaluators:

-NYS Teaching Standards and the ISLLIC Standards

-Evidence Based Observation

-application and use of any assessment tools used to evaluate teachers and principals

-application and use of a student growth percentile and value added growth model data

-application and use of State-approved locally selected measures of student achievement

-application and use of the states approved teacher rubric selected by the district

-use of Statewide Instructional Reporting System

-scoring methodology used to evaluate teachers and principals

-specific considerations in evaluating teachers and principals of ELLs and SWDs

Clymer CSD will work to ensure that evaluators maintain inter-rater reliability over time and that the lead evaluator is re-certified on an annual basis and receive training on any changes in law, regulation or applicable collective bargaining agreements

These trainings are ongoing and will be attended by administration as required.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Wednesday, September 18, 2013

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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):

UPK-12
(No response)

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

Please check the boxes below:

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

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/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.

School or Program Type	SLO with Assessment Option	Name of the Assessment
N/A		N/A

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

Clymer CSD is not making special considerations for comparable growth measures

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Friday, October 18, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of 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
UPK-12	(a) achievement on State assessments	4-8 NYS ELA and Math Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The principal in collaboration with the superintendent has examined the historic NYS Grades 4-8, ELA and Math to set the achievement targets for students reaching proficiency or higher in the Clymer Central School District. The percentage of students reaching a level 3 or higher on the NYS ELA and Math Assessments will be calculated by dividing the number students reaching a level 3 in ELA and Math against the total number of students taking the assessments. HEDI points are based on the percentage of students who meet the achievement target. The 20 point chart uploaded will be used until the value added measure is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 points: 85-100% students meeting achievement target 14 points: 75-84% students meeting achievement target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 points: 70-74% students meeting achievement target 12 points: 65-69% students meeting achievement target 11 points: 60-64% students meeting achievement target 10 points: 56-59% students meeting achievement target 9 points: 51-55% students meeting achievement target 8 points: 45-50% students meeting achievement target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	7 points: 41-44% students meeting achievement target 6 points: 35-40% students meeting achievement target

grade/subject.	5 points: 28-34% students meeting achievement target 4 points: 21-27% students meeting achievement target 3 points: 14-20% students meeting achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points: 7-13% students meeting achievement target 1 point: 1-6% students meeting achievement target 0 points: 0% students meeting achievement target

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

(No response)

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

assets/survey-uploads/12190/641466-qBFVOWF7fC/0-20 HEDI based on 0-100% Conversion Chart_1.docx

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

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

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

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
N/A Principal has value added score.		

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

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.

Only one measure is being used.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, October 15, 2013

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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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
---	---------------

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
---	---------------

K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
--	---------------

K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
---	---------------

K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
--	---------------

K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
---	---------------

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The K-12 principal will receive a final score out of 60 points based on a combination of site visits, document and artifact review, and goal setting. Each of the six domains of the MPPR rubric will be scored holistically and will be worth a possible 10 points for a total of 60 points. Points are assigned based on the rubric developed by the Learner Centered Initiatives, Inc. The principal will receive 0 points for an ineffective score, 7 points for a developing score, 9 points for an effective score and 10 points for a highly effective score. The Superintendent will gather evidence based on the domains through quarterly meetings. Formal site visits will take place in January and May. Based on a combination of site visits, document and artifact review, a final domain score will result. Normal rounding rules will apply. There will be no movement of HEDI bands due to rounding. Each final domain score will be added together to arrive between a final 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.

(No response)

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.	55-60 points: All targets met or exceeded; and evidence indicated student learning gains well above district expectations
---	---

Effective: Overall performance and results meet standards.	46-54 points: Most targets are met; and evidence indicates significant student learning gains that meets district expectations
Developing: Overall performance and results need improvement in order to meet standards.	40-45 points: Some targets are met; and evidence indicates and impact on students learning that is below district expectations
Ineffective: Overall performance and results do not meet standards.	0-39 points: Targets are generally not met; and evidence indicates little to no students learning gains and results that are well below district expectations

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	46-54
Developing	40-45
Ineffective	0-39

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 Tuesday, October 15, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	55-60
Effective	46-54
Developing	40-45
Ineffective	0-39

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 Monday, November 04, 2013

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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/5276/146054-Df0w3Xx5v6/Principal Improvement Plan Appendix A.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:

1. Only a principal whose APPR rating is "Ineffective" shall have the right to appeal the substance of the APPR
2. By the latter of June 30th or 15 business days from the receipt of the APPR composite rating, the principal must submit a written appeal which shall include all reasons for appealing the rating
3. The appeal shall be heard by the Superintendent with a response to the appeal no more than 30 days after the receipt of the appeal. The principal shall be provided an opportunity to respond to any additional documentation presented to the Superintendent
4. Following a review of the record, the Superintendent shall render a written decision affirming, modifying or rejecting the rating.
5. The entire process will be timely and expeditious.

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.

Administrators at Clymer Central School have, and will continue to attend trainings on APPR. These trainings include the nine required elements of training for APPR principal evaluations, data and inquiry, and curriculum standards and instruction. These trainings consist of two to three days of updating per year. The Superintendent will certify lead evaluators. Evaluators and lead evaluators will attend BOCES trainings regarding inter-rater reliability as well as communicate regularly regarding evaluations to ensure consistency among evaluators. These trainings have been ongoing throughout this year; some have been full day; some have been after school and others have been webinars. Administrators will continue to attend professional development opportunities in any format available through BOCES. Participation in these ongoing trainings will assure certification and recertification.

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, November 05, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/641470-3Uqgn5g9Iu/Signature page 11-5-13.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.

Conversion Chart: 25 point SPGS to 20 point HEDI score

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

Scoring Procedures:

Point Allocation

The 60 possible points for the other measures category will be allocated and determined according to the following:

Domain	Data Collection Methods	Maximum Points Possible
1	<ul style="list-style-type: none">• Artifact Submission• Observation (formal and unannounced)• Pre- and Post- Observation conferences	10
2	<ul style="list-style-type: none">• Observation (formal and unannounced)	20
3	<ul style="list-style-type: none">• Observation (formal and unannounced)	20
4	<ul style="list-style-type: none">• Artifact Submission• Observation (formal and unannounced)• Pre- and Post- Observation conferences• Professional goal setting documentation• SLO Process• RTI Team Participation	10

Point Calculation Procedure

- i) Step 1: Score will be determined for each Domain
- ii) Step 2: Percentage determined for each Domain
- iii) Step 3: Percentage applied to determine points earned.

Step 1: Domain Scoring

- a) The TEACHSCAPE Rubric will be scored using a 0-10 point scale. Teachers can earn a maximum of 10 points for each component of each Domain. Ten (10) points will be given for a Distinguished rating, Nine (9) points for Proficient, Seven (7) for Basic and Zero (0) points will be awarded for an Unsatisfactory rating. Accordingly maximum possible rubric points for each Domain are as follows:

Domain	Number of Components	Maximum Possible Rubric Points
1	6	60
2	5	50
3	5	50
4	6	60

Step 2: Percentage Determination

- a) Total score / Maximum possible score
 (i.e. if a teacher receives a 54 out of 60, $54/60$ would equal .9 or 90%)

Step 3: Percentage Application

- a) Percentage multiplied by the number of points possible for that domain
 b) **EXAMPLE:** Teacher receives a rating of proficient in all areas (9 points on all components).

Domain	Teacher Score	Max. Possible Rubric Points	Percentage	Maximum Possible Points	Total Points Awarded
1	54	60	90	10	9
2	45	50	90	20	18
3	45	50	90	20	18
4	54	60	90	10	9
Total					54
Rating					Effective

Appendix G: Teacher Improvement Plan Form

TEACHER IMPROVEMENT PLAN (TIP)

Teacher: _____ Position: _____

Tenure Area: _____

Date Final Evaluation Conducted: _____ Date of Hire: _____

Career Level

Tenured

Other _____

Status

1st Year Probationer

2nd Year Probationer

3rd Year Probationer

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

Planning and Preparation

Learning Environment

Instructional Practice

Professional Responsibilities

Specific Areas for Improvement: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher to accomplish during the period of the Plan. These goals should be directly related to the rubric. _____

Expected outcomes: identify specific recommendations for what the teacher/principal is expected to do to improve in the identified areas. Delineate specific, realistic achievable activities for the teacher/principal.

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

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

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

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

List of Participants:

Date: _____

Cc: Personnel File

0-20 HEDI based on 0-100% Principal's Conversion Chart

20 points: 90-100% based on the percentage of students who meet or exceed the target

19 points: 81-89% based on the percentage of students who meet or exceed the target

18 points: 75-80% based on the percentage of students who meet or exceed the target

17 points: 70-74% based on the percentage of students who meet or exceed the target

16 points: 65-69% based on the percentage of students who meet or exceed the target

15 points: 61-64% based on the percentage of students who meet or exceed the target

14 points: 56%-60% based on the percentage of students who meet or exceed the target

13 points: 51-55% based on the percentage of students who meet or exceed the target

12 points: 45-50% based on the percentage of students who meet or exceed the target

11 Points: 40-44% based on the percentage of students who meet or exceed the target

10 points: 35-39% based on the percentage of students who meet or exceed the target

9 points: 31-34% based on the percentage of students who meet or exceed the target

8 points: 26-30% based on the percentage of students who meet or exceed the target

7 points: 23-25% based on the percentage of students who meet or exceed the target

6 points: 20-22% based on the percentage of students who meet or exceed the target

5 points: 18-19% based on the percentage of students who meet or exceed the target

4 points: 16-17% based on the percentage of students who meet or exceed the target

3 points: 11-15% based on the percentage of students who meet or exceed the target

2 points: 6-10% based on the percentage of students who meet or exceed the target

1 point: 1-5% based on the percentage of students who meet or exceed the target

0 points: 0% based on the percentage of students who meet or exceed the target

Appendix A

Clymer Central School

Principal Improvement Plan

Principal: _____

Superintendent: _____

Implementation Dates: _____

This plan is required for all principals who are rated as Developing or Ineffective in the APPR and are bound by Education Law 3012c. It will be implemented no later than 10 days after the opening of the school year.

To be completed by the superintendent:

Area(s) defined as Developing or Ineffective:

Statement of Standards-Based Goals: (each area identified above must have at least one goal)

To be completed jointly between the principal and superintendent:

Objectives/Action steps to be taken:

Professional Learning Activities:

Required Support/Resources:

Outcomes/Artifacts Expected:

Plan review date during 1st semester: _____

Plan review date during 2nd semester: _____

Principal Signature: _____ **Date:** _____

Superintendent Signatures: _____ **Date:** _____

The following formula will be used to calculate the numbers of points for the teacher effectiveness composite score for each domain. The four domain scores are totaled which comprises the number of points (out of 60) for the multiple measures of the composite score.

$$\left[\frac{3 (\# \text{ of items rated highly effective}) + 2 (\# \text{ of items rated effective}) + (\# \text{ of items rated developing})}{3 (\# \text{ of items in the domain})} \right] \times 15$$

Example:

Domain Two consists of 5 components: 2a, 2b, 2c, 2d, and 2e

After the observation, the evaluator makes the determination that the teacher was highly effective on components 2a, and 2d; effective on components 2b and 2e; and developing on 2c.

Using the formula:

$$[(3 \times 2) + (2 \times 2) + (1)] = 11$$

$$11 / (3 \times 5) = 11/15 = .73$$

$$.73 \times 15 = 10.95$$

So, in this domain the teacher receives 10.95 points out of 15

This score would be added to the other domain scores to come up with a total score out of 60 points.

* Rounding rules apply to the final score, but may not exceed 60 points.

Clymer Central School Teacher Improvement Plan

A **Teacher Improvement Plan*** (TIP) is intended to help educators improve professionally. The TIP is used exclusively for those teachers whose annual teacher evaluation composite score is rated as “developing” or “ineffective”. It is not intended to be used as a disciplinary tool or to gather evidence to terminate an educator.

A TIP is to be developed in collaboration with the educator and an administrator. At the request of the educator, union representation may participate at the initial meeting and/or at any juncture in the process. The development of the TIP should be a professional, constructive conversation identifying solutions to problems and resources to help the educator.

The administrator will convene a conference with the educator at a mutually agreeable time to discuss the targeted performance area and to formulate a plan with specific recommendations to assist in improvement. Union representative(s) will be used to assist in developing the plan. The educator, the administrator, and the union representative will jointly reflect on the area of growth and collaboratively develop a written plan. The TIP must be implemented within ten (10) school days of the start of the new school year.

The signatures of the educator, the administrator, and the union representative are required on the plan.

Periodic follow-up sessions should be conducted to assess teacher’s progress.

No provision of this process shall limit the rights of an individual under applicable state or federal laws, or other provisions of the CEA contract, nor limit or reduce powers and duties of the District Superintendent and the Board of Education.

The District may terminate a non-tenured educator pursuant to Section 3031 of the Education Law or a tenured educator pursuant to Section 3020-a of the Education Law on grounds unrelated to pedagogical performance or cases where the employee demonstrates an inability to maintain a safe environment within his or her area of responsibility.

*Each time the Teacher Improvement Plan (TIP) is referenced in this document, it refers to a Teacher Improvement Plan (TIP) as referenced in the Commissioner’s regulations.

TIP Checklist

A TIP must include the following:

- Identification of the specific area(s) noted on Educator Evaluation Rubric that is in need of improvement.
- Identification of specific objectives required for improvement.
- Description of specific activities designed to achieve self-improvement along with a timetable.
- Administrator's plan to assist educator to improve performance along with activities and a timeline.
- Criteria for measuring the educator's progress.
- Date outcome of the TIP is to be evaluated.

A TIP may include but is not limited to the following:

- Identification of multiple resources to help the educator including but not limited to mentors, the District's Professional Development Plan, the Teacher Center, BOCES, Higher Ed, personal counselors, the Employee Assistance Program, medical referrals, etc.
- Release time for courses, workshops, observations, and mentoring that may occur on school time.
- Outline of any staff development required to assist the educator in the improvement of designated area of concern.
- Modeling of desired practices by an administrator, outside specialist, master teacher, mentor, and/or a National Board Certified Teacher.

School: _____

Teacher Improvement Plan Chart

Component(s) to be Improved	Objectives for Improvement	Self-Improvement Plan	Administrator's Plan to Assist Educator	Improvement Measurement Criteria	Plan Evaluation Timeline

Educator's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

Union Representative Signature: _____

Date: _____

School: _____

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Ben J... 11-5-13

Teachers Union President Signature: Date:

Matthew Hindberg 11-5-13

Administrative Union President Signature: Date:

Edward Q Bailey 11-5-13

Board of Education President Signature: Date:

Nancy E Hesterburg 11-5-13