



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

E-mail: commissioner@mail.nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

February 27, 2014

Revised

Jeffrey R. Rabey, Superintendent
Depew Union Free School District
591 Terrace Boulevard
Depew, NY 14043

Dear Superintendent Rabey:

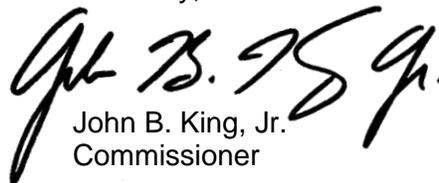
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your 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,

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

John B. King, Jr.
Commissioner

Attachment

c: Donald A. Ogilvie

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 Tuesday, June 25, 2013

1

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 : 140707030000

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

140707030000

1.2) School District Name: DEPEW UFSD

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

DEPEW UFSD

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 Wednesday, February 26, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses 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	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Early Literacy Enterprise

	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.

Measures in this section will be used for growth. Our process for establishing individual growth targets requires principals and teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes pre assessment results as well as historical academic data. All teachers will share the same HEDI structure for their Student Learning Objective (SLO)
 -17 effective points will be earned for achieving the district target (goal) of 84%
 -85-100% of students meeting their target will result in a highly effective score;
 -65-84% of students meeting their target will result in an effective score;
 -26-64% of students meeting their target will result in a developing score;
 -0-25% of students meeting their target will result in an

ineffective score;

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

85-100% of students meeting the SLO target will result in a highly effective score

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

65-84% of students meeting the SLO target will result in an effective score

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

26-64% of students meeting the SLO target will result in a developing score

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

0-25% of students meeting the SLO target will result in an ineffective score

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	AIMSweb
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	STAR Math Enterprise
	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.

Measures in this section will be used for growth. Our process for establishing individual growth targets requires principals and teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes preassessment results as well as historical academic data. All teachers will share the same HEDI structure for their Student Learning Objective (SLO)
-17 effective points will be earned for achieving the district target (goal) of 84%
-85-100% of students meeting their target will result in a highly

effective score;
 -65-84% of students meeting their target will result in an effective score;
 -26-64% of students meeting their target will result in a developing score;
 -0-25% of students meeting their target will result in an ineffective score;

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students meeting the SLO target will result in a highly effective score
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-84% of students meeting the SLO target will result in an effective score
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	26-64% of students meeting the SLO target will result in a developing score
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-25% of students meeting the SLO target will result in an ineffective score

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	Depew-developed 6th grade Science Assessment
7	District, regional or BOCES-developed assessment	Depew-developed 7th grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Measures in this section will be used for growth. Our process for establishing individual growth targets requires principals and teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes preassessment results as well as historical academic data. All teachers will share the same HEDI structure for their Student Learning Objective (SLO)</p> <p>-17 effective points will be earned for achieving the district target (goal) of 84%</p> <p>-85-100% of students meeting their target will result in a highly effective score;</p> <p>-65-84% of students meeting their target will result in an effective score;</p> <p>-26-64% of students meeting their target will result in a</p>
---	--

developing score;
 -0-25% of students meeting their target will result in an ineffective score;

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students meeting the SLO target will result in a highly effective score
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-84% of students meeting the SLO target will result in an effective score
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	26-64% of students meeting the SLO target will result in a developing score
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-25% of students meeting the SLO target will result in an ineffective score

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	Depew-Developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Depew-Developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Depew-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.

Measures in this section will be used for growth. Our process for establishing individual growth targets requires principals and teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes preassessment results as well as historical academic data. All teachers will share the same HEDI structure for their Student Learning Objective (SLO)
 -17 effective points will be earned for achieving the district target (goal) of 84%
 -85-100% of students meeting their target will result in a highly effective score;
 -65-84% of students meeting their target will result in an effective score;
 -26-64% of students meeting their target will result in a developing score;
 -0-25% of students meeting their target will result in an ineffective score;

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meeting the SLO target will result in a highly effective score
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students meeting the SLO target will result in an effective score
Developing (3 - 8 points) Results are below District goals for similar students.	26-64% of students meeting the SLO target will result in a developing score
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-25% of students meeting the SLO target will result in an ineffective score

2.6) High School Social Studies Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Measures in this section will be used for growth. Our process for establishing individual growth targets requires principals and teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes preassessment results as well as historical academic data. All teachers will share the same HEDI structure for their Student Learning Objective (SLO)</p> <ul style="list-style-type: none"> -17 effective points will be earned for achieving the district target (goal) of 84% -85-100% of students meeting their target will result in a highly effective score; -65-84% of students meeting their target will result in an effective score; -26-64% of students meeting their target will result in a developing score; -0-25% of students meeting their target will result in an ineffective score;
---	---

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meeting the SLO target will result in a highly effective score
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students meeting the SLO target will result in an effective score
Developing (3 - 8 points) Results are below District goals for similar students.	26-64% of students meeting the SLO target will result in a developing score
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-25% of students meeting the SLO target will result in an ineffective score

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.	<p>Measures in this section will be used for growth. Our process for establishing individual growth targets requires principals and teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes preassessment results as well as historical academic data. All teachers will share the same HEDI structure for their Student Learning Objective (SLO)</p> <ul style="list-style-type: none"> -17 effective points will be earned for achieving the district target (goal) of 84% -85-100% of students meeting their target will result in a highly effective score; -65-84% of students meeting their target will result in an effective score; -26-64% of students meeting their target will result in a developing score; -0-25% of students meeting their target will result in an ineffective score;
---	---

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meeting the SLO target will result in a highly effective score
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students meeting the SLO target will result in an effective score
Developing (3 - 8 points) Results are below District goals for similar students.	26-64% of students meeting the SLO target will result in a developing score
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-25% of students meeting the SLO target will result in an ineffective score

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>Measures in this section will be used for growth. Our process for establishing individual growth targets requires principals and teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes preassessment results as well as historical academic data. All teachers will share the same HEDI structure for their Student Learning Objective (SLO)</p> <ul style="list-style-type: none"> -17 effective points will be earned for achieving the district target (goal) of 84% -85-100% of students meeting their target will result in a highly effective score; -65-84% of students meeting their target will result in an effective score;
---	--

-26-64% of students meeting their target will result in a developing score;
 -0-25% of students meeting their target will result in an ineffective score;
 For Algebra 1, in the 2013-2014 school year, students in Common Core courses will take both the NYS Integrated and Common Core Algebra Regents Assessments. Teachers will use the higher of the two assessment scores for APPR purposes. For the 2014-2015 school year and beyond, the district will only administer the NYS Common Core Algebra Regents Assessment.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meeting the SLO target will result in a highly effective score
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students meeting the SLO target will result in an effective score
Developing (3 - 8 points) Results are below District goals for similar students.	26-64% of students meeting the SLO target will result in a developing score
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-25% of students meeting the SLO target will result in an ineffective score

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Depew-developed ELA Grade 9 Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Depew-developed ELA Grade 10 Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive and Common Core English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Measures in this section will be used for growth. Our process for establishing individual growth targets requires principals and
--	--

subcomponent. If needed, you may upload a table or graphic at 2.11, below.

teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes preassessment results as well as historical academic data. All teachers will share the same HEDI structure for their Student Learning Objective (SLO)
 -17 effective points will be earned for achieving the district target (goal) of 84%
 -85-100% of students meeting their target will result in a highly effective score;
 -65-84% of students meeting their target will result in an effective score;
 -26-64% of students meeting their target will result in a developing score;
 -0-25% of students meeting their target will result in an ineffective score;
 For Grade 11 ELA, students in Common Core courses will take both the NYS Comprehensive and Common Core English Regents Assessments. Teachers will use the higher of the two assessment scores for APPR purposes. When the NYS Comprehensive English Regents is no longer offered, the district will only administer the NYS Common Core English Regents Assessment.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meeting the SLO target will result in a highly effective score
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students meeting the SLO target will result in an effective score
Developing (3 - 8 points) Results are below District goals for similar students.	26-64% of students meeting the SLO target will result in a developing score
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-25% of students meeting the SLO target will result in an ineffective score

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
Art	District, Regional or BOCES-developed	Depew-developed Grade-specific Art Assessment
General Music	District, Regional or BOCES-developed	Depew-developed Grade-specific General Music Assessment
Physical Education	District, Regional or BOCES-developed	Depew-developed Grade-specific Physical Education Assessment
Business	District, Regional or BOCES-developed	Depew-developed Grade-specific Business Assessment
Technology	District, Regional or BOCES-developed	Depew-developed Grade-specific Technology Assessment
LOTE	District, Regional or BOCES-developed	Depew-developed Grade-specific LOTE Assessment
Grade 8 Health	District, Regional or BOCES-developed	Depew-developed Grade 8 Health Assessment

Grade 11 Health	District, Regional or BOCES-developed	Depew-developed Grade 11 Health Assessment
Library	District, Regional or BOCES-developed	Depew-developed Grade-specific Library Assessment
Reading	District, Regional or BOCES-developed	Depew-developed Grade-specific Reading Assessment
Vocal Music	District, Regional or BOCES-developed	Depew-developed Grade-specific Vocal Assessment
Instrumental Music	District, Regional or BOCES-developed	Depew-developed Grade-specific Instrumental Assessment
Family and Consumer Science	District, Regional or BOCES-developed	Depew-developed Grade-specific FACS Assessment
All other teachers not named above	District, Regional or BOCES-developed	Depew-developed Grade-specific Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Measures in this section will be used for growth. Our process for establishing individual growth targets requires principals and teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes preassessment results as well as historical academic data. All teachers will share the same HEDI structure for their Student Learning Objective (SLO) -17 effective points will be earned for achieving the district target (goal) of 84% -85-100% of students meeting their target will result in a highly effective score; -65-84% of students meeting their target will result in an effective score; -26-64% of students meeting their target will result in a developing score; -0-25% of students meeting their target will result in an ineffective score;
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meeting the SLO target will result in a highly effective score
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students meeting the SLO target will result in an effective score
Developing (3 - 8 points) Results are below District goals for similar students.	26-64% of students meeting the SLO target will result in a developing score
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-25% of students meeting the SLO target will result in an ineffective score

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/12186/549002-TXEttx9bQW/16604231-DEPEW HEDI Rating Scale_2.xlsx

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.

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, February 26, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Grade 3-5 NYS ELA and Math
5	6(ii) School wide measure computed locally	Grade 3-5 NYS ELA and Math
6	6(ii) School wide measure computed locally	Grade 6-8 NYS ELA and Math and Integrated/Common Core Algebra Regents
7	6(ii) School wide measure computed locally	Grade 6-8 NYS ELA and Math and Integrated/Common Core Algebra Regents

8	6(ii) School wide measure computed locally	Grade 6-8 NYS ELA and Math and Integrated/Common Core Algebra Regents
---	--	---

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See upload in 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Grade 3-5 NYS ELA and Math
5	6(ii) School wide measure computed locally	Grade 3-5 NYS ELA and Math
6	6(ii) School wide measure computed locally	Grade 6-8 NYS ELA and Math and Integrated/Common Core Algebra Regents
7	6(ii) School wide measure computed locally	Grade 6-8 NYS ELA and Math and Integrated/Common Core Algebra Regent
8	6(ii) School wide measure computed locally	Grade 6-8 NYS ELA and Math and Integrated/Common Core Algebra Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See upload in 3.3
--	-------------------

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

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/549003-rhJdBgDruP/16604410-APPR Task 3.3.doc

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

Growth or achievement measure(s) from these options.

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Grade 3-5 NYS ELA and Math
1	6(ii) School-wide measure computed locally	Grade 3-5 NYS ELA and Math
2	6(ii) School-wide measure computed locally	Grade 3-5 NYS ELA and Math
3	6(ii) School-wide measure computed locally	Grade 3-5 NYS ELA and Math

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

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

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

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	Grade 3-5 NYS ELA and Math
1	6(ii) School-wide measure computed locally	Grade 3-5 NYS ELA and Math
2	6(ii) School-wide measure computed locally	Grade 3-5 NYS ELA and Math
3	6(ii) School-wide measure computed locally	Grade 3-5 NYS ELA and Math

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

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

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

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	Grade 6-8 NYS ELA and Math and Integrated/Common Core Algebra Regents
7	6(ii) School wide measure computed locally	Grade 6-8 NYS ELA and Math and Integrated/Common Core Algebra Regents
8	6(ii) School wide measure computed locally	Grade 6-8 NYS ELA and Math and Integrated/Common Core Algebra Regents

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

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

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

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	Grade 6-8 NYS ELA and Math and Integrated/Common Core Algebra Regents
7	6(ii) School wide measure computed locally	Grade 6-8 NYS ELA and Math and Integrated/Common Core Algebra Regents
8	6(ii) School wide measure computed locally	Grade 6-8 NYS ELA and Math and Integrated/Common Core Algebra Regents

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

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

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

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Comprehensive and Common Core Regents Exam in ELA 11 and Integrated/Common Core Algebra Regents
Global 2	6(ii) School wide measure computed locally	NYS Comprehensive and Common Core Regents Exam in ELA 11 and Integrated/Common Core Algebra Regents
American History	6(ii) School wide measure computed locally	NYS Comprehensive and Common Core Regents Exam in ELA 11 and Integrated/Common Core Algebra Regents

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

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 Comprehensive and Common Core Regents Exam in ELA 11 and Integrated/Common Core Algebra Regents
Earth Science	6(ii) School wide measure computed locally	NYS Comprehensive and Common Core Regents Exam in ELA 11 and Integrated/Common Core Algebra Regents
Chemistry	6(ii) School wide measure computed locally	NYS Comprehensive and Common Core Regents Exam in ELA 11 and Integrated/Common Core Algebra Regents
Physics	6(ii) School wide measure computed locally	NYS Comprehensive and Common Core Regents Exam in ELA 11 and Integrated/Common Core Algebra Regents

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

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Comprehensive and Common Core Regents Exam in ELA 11 and Integrated/Common Core Algebra Regents
Geometry	6(ii) School wide measure computed locally	NYS Comprehensive and Common Core Regents Exam in ELA 11 and Integrated/Common Core Algebra Regents
Algebra 2	6(ii) School wide measure computed locally	NYS Comprehensive and Common Core Regents Exam in ELA 11 and Integrated/Common Core Algebra Regents

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

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

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

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

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

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Comprehensive and Common Core Regents Exam in ELA 11 and Integrated/Common Core Algebra Regents
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive and Common Core Regents Exam in ELA 11 and Integrated/Common Core Algebra Regents
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive and Common Core Regents Exam in ELA 11 and Integrated/Common Core Algebra 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.	See Task 3.13 Upload
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13 Upload
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13 Upload
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13 Upload
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Task 3.13 Upload

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
K-5 Art	6(ii) School wide measure computed locally	Grade 3-5 NYS ELA and Math Assessment
K-5 Music	6(ii) School wide measure computed locally	Grade 3-5 NYS ELA and Math Assessment
K-5 Physical Education	6(ii) School wide measure computed locally	Grade 3-5 NYS ELA and Math Assessment
9-12 Business	6(ii) School wide measure computed locally	NYS Comprehensive and Common Core Regents Exam in ELA 11 and Integrated/Common Core Algebra Regents
7-8 Technology	6(ii) School wide measure computed locally	Grade 6-8 NYS ELA and Math and Integrated/Common Core Algebra Regents
7-8 LOTE	6(ii) School wide measure computed locally	Grade 6-8 NYS ELA and Math and Integrated/Common Core Algebra Regents
Grade 8 Health	6(ii) School wide measure computed locally	Grade 6-8 NYS ELA and Math and Integrated/Common Core Algebra Regents
Grade 11 Health	6(ii) School wide measure computed locally	NYS Comprehensive and Common Core Regents Exam in ELA 11 and Integrated/Common Core Algebra Regents
K-5 Library	6(ii) School wide measure computed locally	Grade 3-5 NYS ELA and Math Assessment
K-5 Reading	6(ii) School wide measure computed locally	Grade 3-5 NYS ELA and Math Assessment
6-8 Art	6(ii) School wide measure computed locally	Grade 6-8 NYS ELA and Math and Integrated/Common Core Algebra Regents
9-12 Art	6(ii) School wide measure computed locally	NYS Comprehensive and Common Core Regents Exam in ELA 11 and Integrated/Common Core Algebra Regents
6-8 Music	6(ii) School wide measure computed locally	Grade 6-8 NYS ELA and Math and Integrated/Common Core Algebra Regents
9-12 Music	6(ii) School wide measure computed locally	NYS Comprehensive and Common Core Regents Exam in ELA 11 and Integrated/Common Core Algebra Regents
6-8 Physical Education	6(ii) School wide measure computed locally	Grade 6-8 NYS ELA and Math and Integrated/Common Core Algebra Regents
9-12 Physical Education	6(ii) School wide measure computed locally	NYS Comprehensive and Common Core Regents Exam in ELA 11 and Integrated/Common Core Algebra Regents

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

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/549003-y92vNseFa4/APPR Task 3.13.doc

3.14) Locally Developed Controls

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

No 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.

For any teacher that is shared between buildings their local school-wide measure would be calculated by the the percent of time taught in each building. For example a teacher that teaches 50% of their time at Cayuga Heights Elementary and 50% at Depew Middle School would multiply each local measure by .5 and then add the two results together. Normal rounding rules will apply.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, February 25, 2014

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	50
--	----

One or more observation(s) by trained independent evaluators	
--	--

Observations by trained in-school peer teachers	
---	--

Feedback from students using State-approved survey tool	
---	--

Feedback from parents/caregivers using State-approved survey tool	
---	--

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.

Teacher practice rubric: Charlotte Danielson : Enhancing Professional Practice: A Framework for Teaching, 2007 edition
 Allocation of 60-point selection
 5 Points: Professional Goal/Reflection on Achievement of Goal
 50 Points: Observation:
 10 Points Pre/Post Conference (2X's, 5 points ea.)

40 Points Classroom Observation (2X's, 20 points ea.)
 Domains 1, 2 and 3 (NY Teaching Standards 1, 2, 3, 4 and 5)
 5 Points Professional Growth/Responsibilities
 Domain 4 (NY Teaching Standard 7)

Each element of the Danielson rubric is scored on a 0-4 rubric (0 is ineffective, 2 is developing, 3 is effective and 4 is highly effective). For the SMART goal a 0 will be assigned where a teacher fails to set a goal. See upload for additional scoring information. Concerning multiple observations, evidence for each element of the rubric is collected each time that the element is observed and the final 0-4 score is based on all of the evidence collected and observed.

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/5091/148948-eka9yMJ855/scoring bands update.xlsx

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.

<p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>	<p>This equates to 85-100% of the possible 60 points. Our philosophy that has been shared with our teachers is: "we live in effective and visit highly effective"</p> <p>For a highly effective rating to be given there must be evidence that the learning is done by the learner and is a very active process. The evaluator must see evidence of student intellectual engagement and cite examples of how the teacher is promoting this. This is seen by inviting students to think and solve problems and to explain or write about their understanding. Key words that would exemplify a highly effective rating include: seamless, solved, highly, skillful, leadership, students, always, students facilitating, students assume responsibility for learning. A metaphor to explain highly effective rating: Students are driving the car,</p>
<p>Effective: Overall performance and results meet NYS Teaching Standards.</p>	<p>This equates to 65-84% of the possible 60 points.</p> <p>Key words to describe an effective rating: consistent, frequent, successful, appropriate, clear, positive, smooth, most</p>
<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p>	<p>This equates to 26-64% of the possible 60 points.</p> <p>Key words to describe a developing rating: partial, generally, inconsistently, attempts, moderate, minimal, some</p>
<p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p>	<p>This equates to 0-25% of the possible 60 points.</p> <p>Key words to describe an ineffective rating: unsafe, lack of, unaware, harmful, unclear, poor, unsuitable, none</p>

Provide the ranges for the 60-point scoring bands.

<p>Highly Effective</p>	<p>Highly effective: 51 points to 60 points</p>
-------------------------	---

Effective	Effective: 39 points to 50 points
Developing	Developing: 16 points to 38 points
Ineffective	Ineffective: 0 points to 15 points

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
-------------	---

Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, June 25, 2013

Page 1

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	51-60
Effective	39-50
Developing	16-38
Ineffective	0-15

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Thursday, February 20, 2014

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/549006-Df0w3Xx5v6/16604520-Depew TIP Form.doc

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:

Depew Union Free School District APPR Appeals Process:

Appeals Procedure to Challenge Annual Professional Performance Review (APPR) and/or Teacher Improvement Plan (TIP)

1. A teacher may challenge his/her APPR and/or TIP pursuant to Chapter 103 of the Laws of 2010 (hereinafter referred to as an “APPR/TIP Appeal”), but such APPR/TIP Appeal may only include
 - a. The substance of the teacher’s APPR if and only if the teacher receives a “Developing” or “Ineffective” rating (teachers receiving a “Highly Effective” or “Effective” rating may not appeal the substance of their APPR);
 - b. The District’s adherence to the standards and methodologies for the APPR pursuant to Education Law 3012-c, adherence to the regulations of the commissioner of Education and compliance with this Appendix F;
 - c. The District’s adherence to the Commissioner’s regulations and compliance with the negotiated APPR procedures herein.
 - d. The District’s issuance of a TIP or implementation of the terms of the TIP.
2. The APPR/TIP Appeal shall not be grievable under Article 35 of the Collective Bargaining Agreement between the District and the DTO.
3. The APPR/TIP Appeal shall, at the teacher’s choice, be conducted either by:
 - a. A panel of two (2) teachers chosen by the DTO President and two (2) administrators chosen by the Superintendent (neither of who can be the administrator responsible for the APPR/TIP), or
 - b. A written appeal submitted directly to, and decided by, the Superintendent, or
 - c. A written appeal submitted directly to, and decided by, a third party neutral panel, chosen from a list that has been approved by both the District and DTO.
4. If the APPR/TIP Appeal is submitted to a Panel, the Panel shall submit its nonbinding recommendations to the Superintendent within ten (10) days of receiving and hearing the teacher’s appeal. The decision of the Superintendent in all cases shall be final and binding, and there shall be no further appeal to any other authority, including, but not limited to, the Commissioner of Education, State or Federal courts, the Public Employment Relations Board (PERB) or the contractual grievance/arbitration procedure set forth with the CBA between the District and DTO.
5. Process: All APPR/TIP Appeals shall:
 - a. be in writing. Initially, all APPR/TIP appeals will be conducted on the papers. However, the teacher involved will, if elected to, have the opportunity to present their appeals information. The teacher shall have the burden of sustaining the ground(s) upon which the appeal is based.
 - b. be submitted within ten (10) calendar days, without exception. The date the APPR is dated shall be deemed the date the ten (10) day period commences the teacher’s time to submit an APPR Appeal. An APPR Appeal must be personally delivered by the teacher or the teacher’s DTO representative to the Superintendent. Any APPR/TIP Appeal not submitted within this timeframe shall be deemed waived and not subject to review in any other forum.
 - c. specify all the grounds upon which the appeal is being made with all supporting documentation upon which the teacher relies in support of the appeal attached to the APPR/TIP Appeal. All grounds on which an APPR/TIP is appealed must be stated in the teacher’s APPR. Under no circumstance shall a teacher be permitted to submit more than one APPR Appeal relating to the same APPR. Any ground not included in the teacher’s original APPR/TIP Appeal shall be deemed waived and unappealable.
 - d. The Superintendent or Superintendent’s designee shall render a final written decision on the APPR/TIP Appeal within fourteen (14) calendar days after the APPR/TIP Appeal, or Panel recommendations are received. This decision will be delivered to the teacher and the teacher’s supervisor. The decision, a copy of the APPR/TIP appeal and any supporting documents from the teacher shall be attached to the APPR or TIP, whichever is applicable.
 - e. The original APPR/TIP Appeal, the decision and any accompanying documents shall be placed in the teacher’s personnel file.

In the event there is a conflict between the above and any other section of the Collective Bargaining Agreement between the District and DTO, the terms of this Appeal Procedure shall apply. If there is any remuneration or lack thereof that is applicable to any decision regarding the APPR Evaluation/Procedure/Appeals, the Parties agree to revisit and collectively bargain the impact of this change.

Approved by APPR Committee 5/3/2012

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.

Depew Union Free School District participates with the Erie 1 BOCES Network team. Each evaluator and lead evaluator has attended trainings for the nine elements required to perform an evaluation.

Session I: RTTT Administrator Series: Principal and Teacher Evaluator Training: NYSED Webinar for Superintendents: June 13, 2011. Reviewed and discussed with Network team coordinators and Instruction Development Advisory Board Assistant Superintendents (Susan Frey from Depew)

Session II: RTTT Administrator Series: Principal and Teacher Evaluator Training:
Building and District Administrators attended a 2 day workshop focused on the new APPR regulations. (8:30 to 1:00pm on August 11 & 12, 2011).

WORKSHOP: August 11 & 12, 2011 from 8:30am – 1:00pm REGISTRATION: 8:00am room B2a/b

PRESENTER: E1B Network Team Coordinators

WHERE: Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY 14224 B2a/b

TARGET AUDIENCE: District- and Building-Level Teacher/Leader Evaluators

E1B Network Team Facilitators turnkeyed resources disseminated from the New York State Education Department Network Team training on August 4&5, 2011. This training included a comprehensive overview of the new teacher and principal evaluation regulations and an opportunity to practice the skills for conducting evidence-based classroom observations.

RTTT DELIVERABLE: Provide training on implementing the new performance evaluations for teachers and principals in core course areas.

Session III : RTTT Administrator Series: Un-Wrapping the ISLLC Standards

Administrators attended this workshop focused on the ISLLC Standards and APPR regulations. Administrators received information, resources, and support to facilitate effective leadership and principal evaluation. Facilitators provided an overview of the Race to the Top Initiative including information and research pertaining to the ISLLC Standards. Participants engaged in discussion-based activities to 1) develop a deeper understanding of the functions within each standard, 2) evaluate exemplars of effective leadership using the language of the standards, rubrics, and rating system, 3) identify multiple measures, including tools and strategies, for evaluating leadership effectiveness within each of the standards, and 4) plan for staff development activities that will develop the capacity of leaders to implement programs and supports to improve the quality of teaching and learning in their schools.

WORKSHOP: August 22, 2011 from 8:30am – 3:00pm

PRESENTER: E1B Network Team Coordinators

WHERE: Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY 14224

TARGET AUDIENCE: District and Building Level Administrators, Principal Evaluators (Superintendents, Assistant Superintendents, or other designee)

RTTT DELIVERABLE: Provide training on implementing the new performance evaluations for teachers and principals in core course areas.

Session IV: RTTT Administrator Series: Principal and Teacher Evaluator Training

Building and District Administrators attended a 2 day workshop focused on the new APPR regulations. E1B Network Team Facilitators turnkeyed resources disseminated from the New York

State Education Department Network Team training on August 4&5, 2011. This training included a comprehensive overview of the new teacher and principal evaluation regulations and an opportunity to practice the skills for conducting evidence-based classroom observations.

This practice has been repeated at monthly Depew Administrative meetings to facilitate inter-rater reliability

WORKSHOP: September 15 & 16, 2011 from 8:30am – 1:00pm

PRESENTER: E1B Network Team Coordinators

WHERE: Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY 14224

TARGET AUDIENCE: District- and Building-Level Teacher/Leader Evaluators

RTTT DELIVERABLE: Provide training on implementing the new performance evaluations for teachers and principals in core course areas. To facilitate inter-rater reliability.

Session V: RTTT Administrator Series

Assignment of Points to the Teacher Rubrics and Other Multiple Measures

Building and District Administrators attended a facilitated discussion focused on the assignment of points to a teacher rubric and other multiple measures that are being used to evaluate

teachers. Participants shared their potential evaluation processes followed by a group discussion. The forum will also included a work session where Depew administrators drafted our methodology for the assignment of points.

WORKSHOP: September 26, 2011 from 8:30am – 11:30 AM

WHERE: Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY 14224

TARGET AUDIENCE: District- and Building-Level Teacher/Leader Evaluators

RTTT DELIVERABLE: Provide training on implementing of school-based inquiry and data driven instruction teams.

• Scoring methodology utilized by the Department and/or the district to evaluate a teacher

Session VI and VI:I

RTTT Administrator Series: NYSED Turn-key Trainings for Teacher Evaluators

Building and District Administrators attended turn-key workshops based on NYSED training on Race to the Top initiatives. During these trainings, participants will receive print resources disseminated from NYSED, as well as supporting materials developed by the Erie 1 BOCES Network Team to support the RTTT deliverables.

Most trainings will concentrate on the APPR requirements.

WORKSHOP: FALL: Oct. 17, 2011 & Nov. 21, 2011 8:30-11:30am OR Dec. 12, 2011 8:30am-2:30pm

SPRING: Mar. 8, 2012 & May 25, 2012 8:30-11:30am OR June 7, 2012 8:30am-2:30pm

WHERE: Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY 14224

TARGET AUDIENCE: District- and Building-Level Administrators

PARTICIPANT MATERIALS: In order to provide districts and schools with a meaningful professional learning opportunity,

RTTT DELIVERABLE: Provide training on implementing the RttT initiatives:

-Training on implementation of the new performance evaluations for teachers and principals- -Training on implementation of the Common Cores standards

-Training on implementation of inquiry-based or school-based teams

Session VIII: RTTT Administrator Series: NYSED Turn-key Trainings for Teacher Evaluators

Building and District Administrators attended turn-key workshops based on NYSED training on Race to the Top initiatives. During these trainings, participants will receive print resources disseminated from NYSED, as well as supporting materials developed by the Erie 1 BOCES Network Team to support the RTTT deliverables.

WORKSHOP: **SPECIAL SESSION

Mar. 15, 2012 AM SESSION: 8:30-11:30am OR PM SESSION: 12:00am-3:00pm

WHERE: Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY 14224 ROOM B-1

TARGET AUDIENCE: District- and Building-Level Administrators

RTTT DELIVERABLE: Provide training on implementing the RttT initiatives:

- New regulations for implementing APPR, Student Learning Objectives

-Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

To recertify evaluators and lead evaluators Depew will continue to require administrator participation in all network team trainings.

New evaluators and lead evaluators will be subject to the same training that will address the 9 elements found in section 30-2.9b of the Regents rules. In addition, we will purchase PD 360 software to practice and verify interrater reliability, using the Charlotte Danielson practice workshop sessions provided. This will be part of our annual administrator professional development plan.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked
--	---------

6.7) Assurances -- Data

Please check all of the boxes below:

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

6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
---	---------

6.7) Assurances -- Data Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked
---	---------

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

Created Tuesday, April 30, 2013

Updated Tuesday, June 25, 2013

Page 1

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

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

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

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

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

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

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

Please check the boxes below:

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

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

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

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

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

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, February 20, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Gr 3, 4 and 5 NYS ELA and Math Assessment
6-8	(d) measures used by district for teacher evaluation	Grade 6-8 NYS ELA and Math Assessment and Integrated/Common Core Algebra Regents
9-12	(d) measures used by district for teacher evaluation	NYS Comprehensive/Common Core English Regents and Integrated/Common Core Algebra Regents

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

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

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

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/12190/549008-qBFVOWF7fC/16604601-APPR Task 8.1_1.doc

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
---------------------	---	------------

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No controls

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.

Depew has no principals with more that one locally selected measure

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, February 25, 2014

Page 1

9.1) Principal Practice Rubric

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

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

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 MPPR rubric consists of six domains aligned to the ISLLC Standards. These are:

1. Shared Vision of Learning,
2. School Culture and Instructional Program
3. Safe, Efficient, Effective Learning Environment
4. Community
5. Integrity, Fairness, Ethics
6. Political, Social, Economic, Legal and Cultural Context

Clustered within the ISLLC domains are five dimensions which include:

1. Culture
2. Sustainability
- 3 Instructional Program
4. Capacity Building
5. Strategic Planning

This component of the MPPR is worth 84 total points

The second component of the MPPR supports Goal Setting and Attainment and has dimensions that are arranged to scaffold the goal setting process, from the initial defining of goals, through action planning, implementation and monitoring and evaluation. This component of the MPPR is worth 16 points.

Each component is weighted equally totaling 100 points. The total score is then converted to a 60 point scale as outlined in the attached chart. If a principal receives an ineffective rating in each dimension of a domain, he or she will receive a 0 for that domain.

Concerning multiple school visits each time an element of the rubric is observed, evidence will be collected.

The final score for each element will be based on all of the evidence collected and observed.

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

assets/survey-uploads/12205/549009-pMADJ4gk6R/Depew Revised 9.7 Upload.xlsx

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.	51-60 = Highly Effective. This equates to 85-100% of the possible 60 points. Our philosophy that has been shared with our administrators is: "we live in effective and visit highly effective" Highly effective principals collaborate with all stakeholders, promote the regular use of data to improve instruction and nurture and sustain a culture of collaboration, trust, learning and high expectations.
Effective: Overall performance and results meet standards.	39-50 = Effective This equates to 65-84% of the possible 60 points. Effective principals develop the instructional and leadership capacity of staff. They promote the use of technology to support teaching and learning. They also develop assessments and accountability systems to monitor student progress. Effective principals also monitor and evaluate the impact of the instructional program, maximize time spent on quality instruction, supervise instruction and create a comprehensive, rigorous and coherent curricular program. The culture of the school is enhanced by effective principals who collaborate with key stakeholders, develop a shared mission, create a personalized learning environment and promote and protect the welfare and safety of staff and students.
Developing: Overall performance and results need improvement in order to meet standards.	16-38= Developing. This equates to 26-64% of the possible 60 points These principals have unconnected practices to the mission and vision of the school. Students are more passive in their learning, accountability systems and misaligned and leadership is not distributed to teachers. Principals at this level operate as managers, putting out fires and are inconsistent with decisions and follow through.
Ineffective: Overall performance and results do not meet standards.	0-15 = Ineffective. This equate to 0-25% of the possible 60 points. Principals at this level assume the school's improvement is the responsibility of a single individual. There is no collective efficacy demonstrated at this level or understanding of effective and appropriate technologies available. At this level the principal sees him/herself as the sole leader of the organization, makes decisions about change in the educational environment based on own impressions and beliefs. Goal setting is done to be compliant, rather than for future planning and growth

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	51-60
Effective	39-50
Developing	16-38
Ineffective	0-15

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	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, June 25, 2013

Page 1

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	51-60
Effective	39-50
Developing	16-38
Ineffective	0-15

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, February 24, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/138030-Df0w3Xx5v6/Depew PIP Form.doc](#)

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:

MPPR Appeals Process:

To the extent a principal wishes to challenge his/her performance review and/or improvement plan (PIP) under the new APPR system, the District has developed an appeals procedure. This appeals procedure does not diminish the authority of the School Board to terminate probationary principals during their probationary term for statutorily and constitutionally permissible reasons, including but not limited to misconduct; consistent with Education Law 3012-c

While the APPR shall be a “significant factor” in tenure and other employment decisions, nothing therein shall be construed to alter or diminish the authority of the Board of Education to grant or deny tenure to or to terminate probationary principals during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the principal's performance that is the subject of the appeal.

In accordance with the law, for purposes of disciplinary proceedings under Education Law §3020-a, a “pattern” of ineffective performance shall be defined as two consecutive annual ineffective ratings received by a principal through the MPPR process.

Immediately following is the appeals procedure for the Depew Union Free School District in accordance with Education Law §3012-c and Commissioner’s Regulations 30-2 regarding annual professional performance reviews of principals.

Such process and this entire Plan shall be made an appendix to the Collective Bargaining Agreement between the District and the DAA. Additional language shall also be placed in the grievance section of the contract making clear any appeals hereunder are not subject to grievance.

APPEAL PROCEDURE FOR THE DEPEW UNION FREE SCHOOL DISTRICT PURSUANT TO EDUCATION LAW §3012-C AND SUBPART 30-2 OF THE COMMISSIONER’S REGULATIONS REGARDING THE ANNUAL PROFESSIONAL PERFORMANCE REVIEWS OF PRINCIPALS

APPEALS OF INEFFECTIVE RATINGS ONLY

Appeals of annual professional performance reviews should be limited to those that rate a principal as ineffective only.

WHAT MAY BE CHALLENGED IN AN APPEAL

An appeal under this provision should limit the scope of appeals under Education Law §3012-c to the following subjects:

1. The District’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
2. The District’s adherence to the Commissioner’s regulations, as applicable to such reviews;
3. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
4. The District’s issuance and/or implementation of the terms of the principal improvement plan under Education Law §3012-c.

PROHIBITION AGAINST MORE THAN ONE APPEAL

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

BURDEN OF PROOF

In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which (s)he seeks relief.

TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing no later than 10 calendar days of the date when the principal receives his/her annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within 15 calendar days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan. All steps and resolution of the appeal will occur in a timely and expeditious manner.

TIMEFRAME FOR DISTRICT RESPONSE

Within 10 calendar days of receipt of an appeal, the Superintendent will schedule and hear the appeal hearing with himself or his designee and the principal.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the superintendent of schools or the superintendent's designee within 10 calendar days of conclusion of the hearing.

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.

Depew Union Free School District participates with the Erie 1 BOCES Network team. Each evaluator and lead evaluator has attended trainings for the required nine elements (Section 30-2.9 of the Board of Regents) required to perform an evaluation.

Certification Criteria and Current State or Plan for Implementation

1. NYS Teaching Standards and the ISLLC, 2008 Leadership Standards

-Principal evaluators had been trained in the ISLLC standards (MPPR rubric) and the NYS Teaching Standards (Charlotte Danielson rubric). Trainings have occurred and are ongoing with the Erie 1 BOCES network team as well as in-district professional development.

2. Evidence-based observation techniques

-All administrators have been provided with training on evidence-based observation techniques using the Charlotte Danielson rubric. A key focus was on the differential between effective and highly-effective evidence in all four domains. Ongoing professional development has been utilized with Erie 1 BOCES.

-Principal evaluators (Assistant Superintendent) has attended several trainings using the MPPR rubric for principals. Practice using the dimensions and the domains is ongoing.

3. Application and use of the student growth and value-added growth model.

-Trainings, webinars and powerpoints have been shared by the Erie 1 BOCES network team with all our administrators.

4. Application and use of State approved teacher/principal rubrics

Charlotte Danielson Rubric training occurred throughout the 2011-12 school year with all faculty

MPPR Training has occurred throughout the summer of 2012 with all administrators

Inter-rater reliability has been a significant part of the training for the Superintendent and Asst. Superintendent. These are the only two evaluators of our administrators. They have attended conferences together, viewing videos, discussing evidence, applying the rubric and analyzing results of varying ratings. Similarities and differences have been reviewed carefully. This practice will continue throughout this year as an emphasis to enhance and insure inter-rater reliability.

5. Application and use of any assessment tools you intend to use:

-All principals and District administrators have had extensive training in the use of SLOs and have participated in all local decisions. In addition all teachers and administrators using district developed assessments have had training from the Leadership and Learning Center and/or Erie `1 BOCES on designing quality assessments. We participate in the BOCES regional consortium to create secure post assessments for each student learning objective.

6. Application and use of any State-approved locally developed measures of student achievement you intend to use:

-Renaissance Learning STAR Early Literacy, STAR Reading, STAR Math and AIMSweb Test of Early Numeracy are the only State-approved third party assessments that will require training. Administrators have been included in teacher trainings on their use. Additional support will be ongoing and provide throughout the year.

7. Use of Statewide Instructional Reporting System

-Principals are receiving ongoing updates for the Office of Instruction on the information provided by NYSED regarding the Instructional Reporting System; these are incorporated routinely into District Administrative meetings.

8. The scoring methodology used by the department and/or your district

-All principals and District administrators have and will continue to participate in the scoring decisions that relate to the APPR. All teachers and principals are knowledgeable and understand the value-added scoring methodology.

9. Specific considerations in evaluating teachers and principals of English language learners.

-Our District focus is to utilize best practices for ELL And SWD for curriculum, instruction, and assessment. These three inter-related areas are priorities for our data team work as well as curriculum planning and assessment analysis. Tiered SLO targets will be developed which consider the performance of ELL and SWD.

The certification and re-certification will contain the same elements. A year-long professional development will offered to build and refine skills. All new evaluators will receive equivalent training.

The Superintendent will certify/recertify the evaluators. Training will include a minimum of 10 days each school year.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/549012-3Uqgn5g9Iu/district certification form 2-27-14.pdf](assets/survey-uploads/12158/549012-3Uqgn5g9Iu/district%20certification%20form%202-27-14.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.

HEDI Scoring

		17	82 - 84%				
		16	79 - 81%				
		15	77 - 78%				
		14	75 - 76%	8	58 - 64%		
		13	73 - 74%	7	51 - 57%		
		12	71 - 72%	6	44 - 50%		
20	> 94%	11	69 - 70%	5	38 - 43%	2	23 - 25%
19	90 - 94%	10	67 - 68%	4	32 - 37%	1	21 - 22%
18	85 - 89%	9	65 - 66%	3	26 - 31%	0	0 - 20%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
85 - 100%		65 - 84%		26-64%		0-25%	

APPR Task 3.3 upload

For Grades K-5, all teachers will share the same HEDI score based on a locally calculated performance index that covers all students within the building who take NYS 3-5 ELA and Math State Assessments. For both ELA and Math, a separate 0-200 Performance Index will be generated as follows:

$$[(2 * \# \text{ of students scoring 3 or higher}) + (2 * \# \text{ of students scoring 4}) / \text{Total \# of students taking the assessments}] * 100$$

The ELA and Math indices will be summed to arrive at a combined Performance Index from 0-400. This score will then be divided by the maximum available points (400). The resulting quotient will be multiplied by 15 to assign a final HEDI score of 0-15 for the local subcomponent. Until the Value-Added measure is implemented, the quotient will be multiplied by 20 to assign a final HEDI score of 0-20. In the event that the final HEDI score ends in a decimal, normal rounding rules will apply. However, in no event will rounding result in a change to the teacher's HEDI rating category.

For Grades 6-8, the same process for calculating the performance index for grades K-5 will be used for all students in the building who take NYS 6-8 ELA and Math Assessments. However, so long as the ESEA waiver excluding Grade 8 students who take the NYS Algebra 1 Regents Assessment from also taking the NYS Grade 8 Math Assessment is in place, the district will also use the results of Grade 8 students who take the NYS Algebra 1 Regents assessment when calculating the math performance index (i.e., these students' 1-4 scores will be added in to the math performance index, generating a single 0-200 score). In order to scale 0-100 Regents assessment scores to 1-4 performance levels, the district will use the following conversion:

For students who score 0-54 on the applicable Algebra 1 Regents assessment, a score of 1 will be assigned.

For students who score 55-64 on the applicable Algebra 1 Regents assessment, a score of 2 will be assigned.

For students who score 65-84 on the applicable Algebra 1 Regents assessment, a score of 3 will be assigned.

For students who score 85 or above on the applicable Algebra 1 Regents assessment, a score of 4 will be assigned.

For the 2013-2014 school year only, the district will administer both the NYS Integrated and Common Core Algebra Regents Assessments to students enrolled in Common Core Algebra 1 courses. Teachers will use the higher of the two assessment scores when calculating the performance index. For the 2014-2015 school year and beyond, the district will administer only the NYS Common Core Algebra Regents Assessment.

APPR Task 3.13 Upload

For Grades K-5, all teachers will share the same HEDI score based on a locally calculated performance index that covers all students within the building who take NYS 3-5 ELA and Math State Assessments. For both ELA and Math, a separate 0-200 Performance Index will be generated as follows:

$$\frac{[(2 * \text{\# of students scoring 3 or higher}) + (2 * \text{\# of students scoring 4})]}{\text{Total \# of students taking the assessments}} * 100$$

The ELA and Math indices will be summed to arrive at a combined Performance Index from 0-400. This score will then be divided by the maximum available points (400). The resulting quotient will be multiplied by 20 to assign a final HEDI score of 0-20. In the event that the final HEDI score ends in a decimal, normal rounding rules will apply. However, in no event will rounding result in a change to the teacher's HEDI rating category.

For Grades 6-8, the same process for calculating a performance index will be used for all students in the building who take NYS 6-8 ELA and Math State Assessments. However, so long as the ESEA waiver excluding Grade 8 students who take the NYS Algebra 1 Regents Assessment from also taking the NYS Grade 8 Math Assessment is in place, the district will also use the results of Grade 8 students who take the NYS Algebra 1 Regents assessment when calculating the math performance index (i.e., these students' 1-4 scores will be added in to the math performance index, generating a single 0-200 score). In order to scale 0-100 Regents assessment scores to 1-4 performance levels, the district will use the following conversion:

For students who score 0-54 on the applicable Algebra 1 Regents assessment, a score of 1 will be assigned.

For students who score 55-64 on the applicable Algebra 1 Regents assessment, a score of 2 will be assigned.

For students who score 65-84 on the applicable Algebra 1 Regents assessment, a score of 3 will be assigned.

For students who score 85 or above on the applicable Algebra 1 Regents assessment, a score of 4 will be assigned.

For Grades 9-12, the same process for calculating a performance index will be used for all students in the building who take NYS Algebra 1 and ELA Regents Assessments. Regents assessment scores will be converted to 1-4 performance levels using the scale above.

For Algebra 1 (for both the 6-8 and 9-12 measures), in the 2013-2014 school year, students enrolled in Common Core courses will take both the NYS Integrated and Common Core Algebra Regents Assessments. Teachers will use the higher of the two assessment scores when calculating the performance index. For the 2014-2015 school year and beyond, the district will only administer the NYS Common Core Algebra Regents Assessment.

For Grade 11 ELA, students in Common Core courses will take both the NYS Comprehensive and Common Core English Regents Assessments. Teachers will use the higher of the two assessment scores when calculating the performance index. When the NYS Comprehensive English Regents Assessment is no longer offered, the district will only administer the NYS Common Core English Regents Assessment.

Annual Professional Performance Review Scoring Bands for a Total of 60 Points	PRE-OBSERVATION / POST-OBSERVATION <i>One(1) of One(1)</i> (Ten (10) out of the total Sixty (60) Multiple Measure Points)		TOTAL POSSIBLE POINTS Domains 1 and 4a (25 Indicators)	Annual Professional Performance Review Scoring Bands for a Total of 60 Points	
	Highly Effective:	85 points to 100 points	100 Points		
	Effective:	65 points to 84 points			
	Developing:	26 points to 64 points			
	Ineffective:	0 points to 25 points			
	OBSERVATION / EVALUATION <i>One(1) of One(1)</i> (Forty (40) out of the total Sixty (60) Multiple Measure Points)		TOTAL POSSIBLE POINTS Domains 2 and 3 (33 Indicators)		132 Points
	Highly Effective:	112 points to 132 points			
	Effective:	85 points to 111 points			
	Developing:	34 points to 84 points			
	PROFESSIONAL RESPONSIBILITIES <i>One(1) of One(1)</i> (Five(5) out of the total Sixty (60) Multiple Measure Points)		TOTAL POSSIBLE POINTS Domain 4b thru 4f (18 Indicators)		72 Points
Highly Effective:	61 points to 72 points				
Effective:	47 points to 60 points				
Developing:	19 points to 46 points				
PROFESSIONAL S.M.A.R.T. GOAL <i>One(1) of One(1)</i> (Five(5) out of the total Sixty (60) Multiple Measure Points)		TOTAL POSSIBLE POINTS S.M.A.R.T. Goal	5 Points		
Highly Effective:	5 points				
Effective:	3 points to 4 points				
Developing:	2 points				
Total Multiple Measures		TOTAL POSSIBLE POINTS ALL	309 Possible Points		
(Total Sixty (60) Multiple Measure Points)					
Highly Effective:	51 points to 60 points				
Effective:	39 points to 50 points				
Developing:	16 points to 38 points				
Ineffective:	0 points to 15 points				

Annual Professional Performance Review Scoring Bands for a Total of 60 Points	PRE-OBSERVATION / POST-OBSERVATION <i>One(1) of Two(2)</i> (Ten (10) out of the total Sixty (60) Multiple Measure Points)		Scoring Formula Domains 1 and 4a (25 Indicators)	Annual Professional Performance Review Scoring Bands for a Total of 60 Points	
	Highly Effective:	85 points to 100 points	((X Points / 100) *10)=SCORE		
	Effective:	65 points to 84 points			
	Developing:	26 points to 64 points			
	Ineffective:	0 points to 25 points			
	OBSERVATION / EVALUATION <i>One(1) of One(1)</i> (Forty (40) out of the total Sixty (60) Multiple Measure Points)		TOTAL POSSIBLE POINTS Domains 2 and 3 (33 Indicators)		((X Points / 132) *40)=SCORE
	Highly Effective:	112 points to 132 points			
	Effective:	85 points to 111 points			
	Developing:	34 points to 84 points			
	PROFESSIONAL RESPONSIBILITIES <i>One(1) of One(1)</i> (Five(5) out of the total Sixty (60) Multiple Measure Points)		TOTAL POSSIBLE POINTS Domain 4b thru 4f (18 Indicators)		((X Points / 72) *5)=SCORE
Highly Effective:	61 points to 72 points				
Effective:	47 points to 60 points				
Developing:	19 points to 46 points				
PROFESSIONAL S.M.A.R.T. GOAL <i>One(1) of One(1)</i> (Five(5) out of the total Sixty (60) Multiple Measure Points)		TOTAL POSSIBLE POINTS S.M.A.R.T. Goal	((X Points / 5) *5)=SCORE		
Highly Effective:	5 points				
Effective:	3 points to 4 points				
Developing:	2 points				
Total Multiple Measures		TOTAL POSSIBLE POINTS ALL	((X Points / 309) *60)=SCORE		
(Total Sixty (60) Multiple Measure Points)					
Highly Effective:	51 points to 60 points				
Effective:	39 points to 50 points				
Developing:	16 points to 38 points				
Ineffective:	0 points to 15 points				

**Depew Union Free School District
Annual Professional Performance Review Process**

Teacher Improvement Plan

Purpose: Assistance plan for teachers who are rated as developing or ineffective through an annual professional performance review. The TIP is to be implemented no later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year.

Purpose of the awareness plan is to:

- Demonstrate the district commitment to the ongoing growth of teacher's professionalism and implementation of district wide initiatives.
- Improve teacher performance
- Provide a more directed intensive support
- The plan will include:
 - Defined specific standards based goals
 - Activities to support improvement
 - Manner improvement will be assessed
 - Definite timeline for achieving improvement

Teacher Improvement Plan

Steps

1. Teacher has been notified of the need for additional professional growth during the school year or at the End of year review conference.
2. Develop plan - Teacher Improvement Plan form provided to identify steps for growth which **may** include
 - Weekly lesson plans submitted to administrator, student work, and unit plans
 - Participation in mentoring
 - Participation in targeted professional development opportunities (reflected in goals)
3. Participate in progress review conferences with your administrator as established in the plan.
4. At the end of the identified and agreed upon timeframe, the Final Review document and conference will determine:
 - That a teacher demonstrated improvement and attainment of goals (as stated in the plan) so that he/she will no longer participate in the Teacher Improvement Plan
 - That the teacher did not demonstrate improvement or attainment of goals and is recommended for continuation of a Teacher Improvement Plan for a second year.
 - That the teacher did not demonstrate satisfactory improvement and therefore will be recommended for termination.

DEPEW UNION FREE SCHOOL DISTRICT TEACHER IMPROVEMENT PLAN (TIP)

NAME OF TEACHER _____

NAME OF SCHOOL _____

ADMINISTRATOR'S NAME _____

SCHOOL YEAR _____

COMPOSITE EFFECTIVE SCORE (CES): _____

OVERALL RATING: _____

CHARLOTTE DANIELSON'S 2007 FRAMEWORK FOR TEACHING DOMAINS TO ADDRESS:

<p>Domain 1: Planning and Preparation</p> <p>Component 1a: Demonstrating Knowledge of Content and Pedagogy Elements: Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related</p> <p>Component 1b: Demonstrating Knowledge of Students Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs</p> <p>Component 1c: Setting Instructional Outcomes Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p>Component 1d: Demonstrating Knowledge of Resources Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students</p> <p>Component 1e: Designing Coherent Instruction Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p>Component 1f: Designing Student Assessments Elements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning</p> <p>Component 4a: Reflecting on Teaching Elements: Accuracy • Use in future teaching</p>	<p>Domain 2: The Classroom Environment</p> <p>Component 2a: Creating an Environment of Respect and Rapport Elements: Teacher interaction with students • Student interactions with other students</p> <p>Component 2b: Establishing a Culture for Learning Elements: Importance of the content • Expectations for learning and achievement • Student pride in work</p> <p>Component 2c: Managing Classroom Procedures Elements: Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals</p> <p>Component 2d: Managing Student Behavior Elements: Expectations • Monitoring of student behavior • Response to student misbehavior</p> <p>Component 2e: Organizing Physical Space Elements: Safety and accessibility • Arrangement of furniture and use of physical resources</p>	<p>Domain 3: Instruction</p> <p>Component 3a: Communicating with Students Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language</p> <p>Component 3b: Using Questioning and Discussion Techniques Elements: Quality of questions • Discussion techniques • Student participation</p> <p>Component 3c: Engaging Students in Learning Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing</p> <p>Component 3d: Using Assessment in Instruction Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress</p> <p>Component 3e: Demonstrating Flexibility and Responsiveness Elements: Lesson adjustment • Response to students • Persistence</p>	<p>Domain 4: Professional Responsibilities</p> <p>Component 4b: Maintaining Accurate Records Elements: Student completion of assignments • Student progress in learning • Non-instructional records</p> <p>Component 4c: Communicating with Families Elements: Information about the instructional program • Information about individual students</p> <p>• Engagement of families in the instructional program</p> <p>Component 4d: Participating in a Professional Community Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school</p> <p>• Participation in school and district projects</p> <p>Component 4e: Growing and Developing Professionally Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession</p> <p>Component 4f: Showing Professionalism Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations</p>
---	---	---	--

INITIAL PLANNING SESSION

(Signatures acknowledge expectation
Of confidentiality)

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

ACCEPTANCE OF TIP PLAN

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

_____/_____
SUPERINTENDENT SIGNATURE DATE

REVIEW SESSION 1

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

_____/_____
SUPERINTENDENT SIGNATURE DATE

REVIEW SESSION 2

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

_____/_____
SUPERINTENDENT SIGNATURE DATE

REVIEW SESSION 3

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

_____/_____
SUPERINTENDENT SIGNATURE DATE

REVIEW SESSION 4

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

_____/_____
SUPERINTENDENT SIGNATURE DATE

ADEQUATE IMPROVEMENT:

SHOWN _____ NOT SHOWN _____

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

Approved by APPR committee 5/3/2012

_____/_____
ASSOCIATION REPRESENTATIVE DATE

_____/_____
SUPERINTENDENT SIGNATURE DATE

APPR Task 8.1

For K-5 principals, a locally calculated performance index that covers all students within the building who take NYS 3-5 ELA and Math State Assessments will be used to determine HEDI scores. For both ELA and Math, a separate 0-200 Performance Index will be generated as follows:

$$[(2 * \# \text{ of students scoring 3 or higher}) + (2 * \# \text{ of students scoring 4})] / \text{Total } \# \text{ of students taking the assessments}] * 100$$

The ELA and Math indices will be summed to arrive at a combined Performance Index from 0-400. This score will then be divided by the maximum available points (400). The resulting quotient will be multiplied by 15 to assign a final HEDI score of 0-15 for the local subcomponent. Until the Value-Added measure is implemented, the quotient will be multiplied by 20 to assign a final HEDI score of 0-20. In the event that the final HEDI score ends in a decimal, normal rounding rules will apply. However, in no event will rounding result in a change to the principal's HEDI rating category.

For 6-8 principals, the same process for calculating a performance index will be used for all students in the building who take NYS 6-8 ELA and Math State Assessments. However, so long as the ESEA waiver excluding Grade 8 students who take the NYS Algebra 1 Regents Assessment from also taking the NYS Grade 8 Math Assessment is in place, the district will also use the results of Grade 8 students who take the NYS Algebra 1 Regents assessment when calculating the math performance index (i.e., these students' 1-4 scores will be added in to the math performance index, generating a single 0-200 score). In order to scale 0-100 Regents assessment scores to 1-4 performance levels, the district will use the following conversion:

For students who score 0-54 on the applicable Algebra 1 Regents assessment, a score of 1 will be assigned.

For students who score 55-64 on the applicable Algebra 1 Regents assessment, a score of 2 will be assigned.

For students who score 65-84 on the applicable Algebra 1 Regents assessment, a score of 3 will be assigned.

For students who score 85 or above on the applicable Algebra 1 Regents assessment, a score of 4 will be assigned.

For 9-12 principals, the same process for calculating a performance index will be used for all students in the building who take NYS Algebra 1 and ELA Regents Assessments. Regents assessment scores will be converted to 1-4 performance levels using the scale above.

For Algebra 1 (for both the 6-8 and 9-12 measures), in the 2013-2014 school year, students enrolled in Common Core courses will take both the NYS Integrated and Common Core Algebra Regents Assessments. Principals will use the higher of the two assessment scores when calculating the performance index. For the 2014-2015 school year and beyond, the district will only administer the NYS Common Core Algebra Regents Assessment.

For Grade 11 ELA, students in Common Core courses will take both the NYS Comprehensive and Common Core English Regents Assessments. Principals will use the higher of the two assessment scores when calculating the performance index. When the NYS Comprehensive English Regents Assessment is no longer offered, the district will only administer the NYS Common Core English Regents Assessment.

Rubric Score	HEDI Score	Rubric Score	HEDI Score	Rubric Score	HEDI Score	Rubric Score
0	0	26	15.6	65	39	85
1	0.6	27	16.2	66	39.6	86
2	1.2	28	16.8	67	40.2	87
3	1.8	29	17.4	68	40.8	88
4	2.4	30	18	69	41.4	89
5	3	31	18.6	70	42	90
6	3.6	32	19.2	71	42.6	91
7	4.2	33	19.8	72	43.2	92
8	4.8	34	20.4	73	43.8	93
9	5.4	35	21	74	44.4	94
10	6	36	21.6	75	45	95
11	6.6	37	22.2	76	45.6	96
12	7.2	38	22.8	77	46.2	97
13	7.8	39	23.4	78	46.8	98
14	8.4	40	24	79	47.4	99
15	9	41	24.6	80	48	100
16	9.6	42	25.2	81	48.6	
17	10.2	43	25.8	82	49.2	
18	10.8	44	26.4	83	49.8	
19	11.4	45	27	84	50.4	
20	12	46	27.6			
21	12.6	47	28.2			
22	13.2	48	28.8			
23	13.8	49	29.4			
24	14.4	50	30			
25	15	51	30.6			
		52	31.2			
		53	31.8			
		54	32.4			
		55	33			
		56	33.6			
		57	34.2			
		58	34.8			
		59	35.4			
		60	36			
		61	36.6			
		62	37.2			
		63	37.8			
		64	38.4			

Note: Traditional Rounding Rules will apply.

Depew Union Free School District Annual Professional Performance Review Process

Principal Improvement Plan

Purpose: Assistance plan for principals who are rated as developing or ineffective through an annual professional performance review. The PIP is to be implemented no later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year.

Purpose of the awareness plan is to:

- Demonstrate the district commitment to the ongoing growth of principal's professionalism and implementation of district wide initiatives.
- Improve principal performance
- Provide a more directed intensive support
- The plan will include:
 - Defined specific standards based goals
 - Activities to support improvement
 - Manner improvement will be assessed
 - Definite timeline for achieving improvement

Principal Improvement Plan

Steps

1. Principal has been notified of the need for additional professional growth during the school year or at the end of year review conference.
2. Develop plan - Principal Improvement Plan form provided to identify steps for growth which **may** include
 - Annual strategic action plan developed with specific measureable goals, timeline for implementation and evidence of outcomes to be used.
 - Participation in mentoring
 - Participation in targeted professional development opportunities (reflected in goals)
3. Participate in progress review conferences with your administrator as established in the plan.
4. At the end of the identified and agreed upon timeframe, the Final Review document and conference will determine:
 - That a principal demonstrated improvement and attainment of goals (as stated in the plan) so that he/she will no longer participate in the Principal Improvement Plan
 - That the principal did not demonstrate improvement or attainment of goals and is recommended for continuation of a Principal Improvement Plan for a second year.
 - That the principal did not demonstrate satisfactory improvement and therefore will be recommended for termination.

Depew Union Free School District

Principal Improvement Plan

School Name: _____

Name and signature of Principal: _____

Name and signature of Superintendent: _____

Name and signature of Evaluation Team Leader: _____

INITIAL PLANNING DATE: _____ REVISION SESSION 1: _____ REVIEW SESSION 2: _____

REVIEW SESSION 3: _____ ADEQUATE IMPROVEMENT DATE: _____

Domain 1: Shared Vision of Learning

Overall Performance Level Score: _____

Indicator: A1. Leads development/implementation of vision, mission, and goals that emphasize student learning

Indicator: A2. Leads development and implementation of annual, data-driven school improvement plans

Indicator: A3. Creates an organizational structure that supports school vision, mission, and goals and enhances the probability of success for all students

Indicator: A4. Advocates, nurtures, and sustains a school climate and culture conducive to student learning

Indicator: A5. Provides leadership in curriculum development and the instructional program

Area(s) of Weakness	Plan of Action	Resources (staff, community, materials, staff development, consultants)	Person(s) responsible for implementation	Timeline	Outcomes Results/Measures

Domain 2: School Culture and Instructional Program

Overall Performance Level Score: _____

Indicator: B1. Creates a personalized and motivating learning environment for students

Indicator: B2. Nurtures and sustains a culture of collaboration, trust, learning and high expectations

Indicator: B3. Creates a comprehensive, rigorous, and coherent curricular program

Indicator: B4. Develops the instructional and leadership capacity of staff

Indicator: B5. Develops assessment and accountability systems to monitor student progress

Area(s) of Weakness	Plan of Action	Resources (staff, community, materials, staff development, consultants)	Person(s) responsible for implementation	Timeline	Outcomes Results/Measures

Domain 3: Safe, Efficient, Effective Learning Environment

Overall Performance Level Score: _____

Indicator: C1. Obtains, allocates, aligns and efficiently utilizes human, fiscal and technological resources

Indicator: C2. Supervises and evaluates staff

Indicator: C3. Promotes and leads professional development of staff

Indicator: C4. Develops the capacity for distributed leadership

Indicator: C5. Promotes and protects the welfare and safety of students and staff

Area(s) of Weakness	Plan of Action	Resources (staff, community, materials, staff development, consultants)	Person(s) responsible for implementation	Timeline	Outcomes Results/Measures

Domain 4: Community

Overall Performance Level Score: _____

Indicator: D1. Collects and analyzes data and information pertinent to the educational environment

Indicator: D2. Builds and sustains positive relationships with families and caregivers

Indicator: D3. Maintains effective discipline in the school and student engagement in teaching/learning activities

Area(s) of Weakness	Plan of Action	Resources (staff, community, materials, staff development, consultants)	Person(s) responsible for implementation	Timeline	Outcomes Results/Measures

Domain 5: Integrity, Fairness , Ethics

Overall Performance Level Score: _____

Indicator: E1. Ensures a system of accountability for every student’s academic and social success

Indicator: E2. Models principles of self-awareness, reflective practice, transparency, and ethical behavior

Indicator: E3. Safeguards the values of democracy, equity, and diversity

Area(s) of Weakness	Plan of Action	Resources (staff, community, materials, staff development, consultants)	Person(s) responsible for implementation	Timeline	Outcomes Results/Measures

--	--	--	--	--	--

Domain 6: Political, Social, Economic, Legal and Cultural Context

Overall Performance Level Score: _____

Indicator: F1. Assesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies

Area(s) of Weakness	Plan of Action	Resources (staff, community, materials, staff development, consultants)	Person(s) responsible for implementation	Timeline	Outcomes Results/Measures

Goal Setting, Strategic Planning and Attainment:

Overall Performance Level Score: _____

- Align
- Define
- Prioritize
- Strategize

- Mobilize, Monitor, Refine
- Evaluate

Area(s) of Weakness	Plan of Action	Resources (staff, community, materials, staff development, consultants)	Person(s) responsible for implementation	Timeline	Outcomes Results/Measures

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.

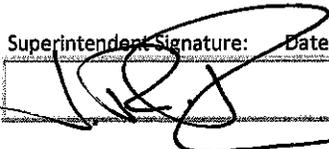
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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:

 2/27/14

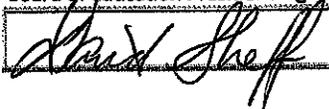
Teachers Union President Signature: Date:

 2/27/14

Administrative Union President Signature: Date:

 2/27/14

Board of Education President Signature: Date:

 2/27/14