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

April 17, 2013

Revised

Charles W. Walters, Superintendent
DeRuyter Central School District
711 Railroad St.
DeRuyter, NY 13052

Dear Superintendent Walters:

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 for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: J. Francis Manning

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

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: 2012-13

Created Wednesday, June 13, 2012
Updated Wednesday, February 27, 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 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 : 250301040000

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

250301040000

1.2) School District Name: DERUYTER CSD

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

DERUYTER CSD

1.3) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

(No response)

1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

(No response)

1.5) Assurances

Please check all of the boxes below:

1.5) 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
1.5) 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
1.5) 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

1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

Submission of material changes to an approved APPR plan

1.7) Is this submission for an annual or multi-year plan?

If the plan is multi-year, please write the years that are included.

2012-2015

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

Created Friday, June 29, 2012
Updated Wednesday, October 17, 2012

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 for 2012-13, 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 for 2012-13.	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. 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.

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	District, regional, or BOCES-developed assessment	District Kindergarten ELA growth assessment
1	District, regional, or BOCES-developed assessment	District first grade ELA growth assessment
2	District, regional, or BOCES-developed assessment	District second grade ELA growth assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	The teachers, in collaboration with their team and lead evaluator, will develop student learning objectives (SLO) that

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	will determine the growth target. The % of students that meet the target will determine the how the points fall into the HEDI categories set by SED. See template for SLO development in 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive between 18-20 points when 85-100% of students meet the growth target. Specifically: 95% of higher will earn 20 points, 94-90 % earns 19 points and 89-84% will earn 18 points. (see template in 2.11)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive between 9-17 points when 70-84% of students meet the growth target. Specifically: 84%-17 points, 83%-16 points, 82%- 15 points, 81%-14 points, 79-80%- 13 points, 77-78%-12 points, 75-76%- 11 points, 73-74% -10 points and 70-72%- 9 points.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive between 3-8 points when 50-69% of students meet the growth target. Specifically: 66-69%- 8 points, 62-65%-7 points, 58-61%- 6 points, 54-57%- 5 points, 52-53%- 4 points, 50-51%- 3 points. see 2.11 for point distribution on template.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive between 0-2 points when 0-49% of students meet the growth target. Specifically: 30-49%- 2 points, 15-29%- 1 point and 0-14%- 0 points. See 2.11 for points distribution on template.

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	District, regional, or BOCES-developed assessment	District Kindergarten math growth assessment
1	District, regional, or BOCES-developed assessment	district first grade math growth assessment
2	District, regional, or BOCES-developed assessment	district second grade math growth assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teachers, in collaboration with their team and lead evaluator, will develop student learning objectives (SLO) that will determine the number of points and how those points fall into the HEDI categories set by SED. See template for SLO development in 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive between 18-20 points when 85-100% of students meet the growth target. Specifically: 95% of higher will earn 20 points, 94-90 % earns 19 points and 89-84% will earn 18 points. (see template in 2.11)

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive between 9-17 points when 70-84% of students meet the growth target. Specifically: 84%-17 points, 83%-16 points, 82%- 15 points, 81%-14 points, 79-80%- 13 points, 77-78%-12 points, 75-76%- 11 points, 73-74% -10 points and 70-72%- 9 points.see 2.11 for point distribution on template.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive between 3-8 points when 50-69% of students meet the growth target. Specifically: 66-69%- 8 points, 62-65%-7 points, 58-61%- 6 points, 54-57%- 5 points, 52-53%- 4 points, 50-51%- 3 points. see 2.11 for point distribution on template.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive between 0-2 points when 0-49% of students meet the growth target. Specifically: 30-49%- 2 points, 15-29%- 1 point and 0-14%- 0 points. See 2.11 for points distribution on template.

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	Not applicable	teacher will recieve a SED growth score for math therfore will not be required to complete a SLO for science
7	District, regional or BOCES-developed assessment	District seventh grade science growth 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teachers, in collaboration with their team and lead evaluator, will develop student learning objectives (SLO) that will determine the number of points and how those points fall into the HEDI categories set by SED. See template for SLO development in 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive between 18-20 points when 85-100% of students meet the growth target. Specifically: 95% of higher will earn 20 points, 94-90 % earns 19 points and 89-84% will earn 18 points. (see template in 2.11)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive between 9-17 points when 70-84% of students meet the growth target. Specifically: 84%-17 points, 83%-16 points, 82%- 15 points, 81%-14 points, 79-80%- 13 points, 77-78%-12 points, 75-76%- 11 points, 73-74% -10 points and 70-72%- 9 points.see 2.11 for point distribution on template.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive between 3-8 points when 50-69% of students meet the growth target. Specifically: 66-69%- 8 points,

	62-65%-7 points, 58-61%- 6 points, 54-57%- 5 points, 52-53%- 4 points, 50-51%- 3 points. see 2.11 for point distribution on template.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive between 0-2 points when 0-49% of students meet the growth target. Specifically: 30-49%- 2 points, 15-29%- 1 point and 0-14%- 0 points. See 2.11 for points distribution on template.

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	Not applicable	teacher will receive a SED growth score for ELA and therefore is not required to complete a SLO for social studies
7	District, regional or BOCES-developed assessment	district seventh grade social studiesgrowth assessment
8	District, regional or BOCES-developed assessment	district eighth grade growth 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teachers, in collaboration with their team and lead evaluator, will develop student learning objectives (SLO) that will determine the number of points and how those points fall into the HEDI categories set by SED. See template for SLO development in 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive between 18-20 points when 85-100% of students meet the growth target. Specifically: 95% of higher will earn 20 points, 94-90 % earns 19 points and 89-84% will earn 18 points. (see template in 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive between 9-17 points when 70-84% of students meet the growth target. Specifically: 84%-17 points, 83%-16 points, 82%- 15 points, 81%-14 points, 79-80%- 13 points, 77-78%-12 points, 75-76%- 11 points, 73-74% -10 points and 70-72%- 9 points. see 2.11 for point distribution on template.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive between 3-8 points when 50-69% of students meet the growth target. Specifically: 66-69%- 8 points, 62-65%-7 points, 58-61%- 6 points, 54-57%- 5 points, 52-53%- 4 points, 50-51%- 3 points. see 2.11 for point distribution on template.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive between 0-2 points when 0-49% of students meet the growth target. Specifically: 30-49%- 2 points, 15-29%- 1 point and 0-14%- 0 points. See 2.11 for points distribution on template.

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	district global 1 growth 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teachers, in collaboration with their team and lead evaluator, will develop student learning objectives (SLO) that will determine the number of points and how those points fall into the HEDI categories set by SED. See template for SLO development in 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive between 18-20 points when 85-100% of students meet the growth target. Specifically: 95% of higher will earn 20 points, 94-90 % earns 19 points and 89-84% will earn 18 points. (see template in 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive between 9-17 points when 70-84% of students meet the growth target. Specifically: 84%-17 points, 83%-16 points, 82%- 15 points, 81%-14 points, 79-80%- 13 points, 77-78%-12 points, 75-76%- 11 points, 73-74% -10 points and 70-72%- 9 points.see 2.11 for point distribution on template.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive between 3-8 points when 50-69% of students meet the growth target. Specifically: 66-69%- 8 points, 62-65%-7 points, 58-61%- 6 points, 54-57%- 5 points, 52-53%- 4 points, 50-51%- 3 points. see 2.11 for point distribution on template.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive between 0-2 points when 0-49% of students meet the growth target. Specifically: 30-49%- 2 points, 15-29%- 1 point and 0-14%- 0 points. See 2.11 for points distribution on template.

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	Not applicable	Not applicable

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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teachers, in collaboration with their team and lead evaluator, will develop student learning objectives (SLO) that will determine the number of points and how those points fall into the HEDI categories set by SED. See template for SLO development in 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive between 18-20 points when 85-100% of students meet the growth target. Specifically: 95% of higher will earn 20 points, 94-90 % earns 19 points and 89-84% will earn 18 points. (see template in 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive between 9-17 points when 70-84% of students meet the growth target. Specifically: 84%-17 points, 83%-16 points, 82%- 15 points, 81%-14 points, 79-80%- 13 points, 77-78%-12 points, 75-76%- 11 points, 73-74% -10 points and 70-72%- 9 points.see 2.11 for point distribution on template.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive between 3-8 points when 50-69% of students meet the growth target. Specifically: 66-69%- 8 points, 62-65%-7 points, 58-61%- 6 points, 54-57%- 5 points, 52-53%- 4 points, 50-51%- 3 points. see 2.11 for point distribution on template.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive between 0-2 points when 0-49% of students meet the growth target. Specifically: 30-49%- 2 points, 15-29%- 1 point and 0-14%- 0 points. See 2.11 for points distribution on template.

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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teachers, in collaboration with their team and lead evaluator, will develop student learning objectives (SLO) that will determine the number of points and how those points fall into the HEDI categories set by SED. See template for SLO development in 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive between 18-20 points when 85-100% of students meet the growth target. Specifically: 95% of higher will earn 20 points, 94-90 % earns 19 points and 89-84% will earn 18 points. (see template in 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive between 9-17 points when 70-84% of students meet the growth target. Specifically: 84%-17 points, 83%-16 points, 82%- 15 points, 81%-14 points, 79-80%- 13 points, 77-78%-12 points, 75-76%- 11 points, 73-74% -10 points and 70-72%- 9 points.see 2.11 for point distribution on template.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive between 3-8 points when 50-69% of students meet the growth target. Specifically: 66-69%- 8 points, 62-65%-7 points, 58-61%- 6 points, 54-57%- 5 points, 52-53%- 4 points, 50-51%- 3 points. see 2.11 for point distribution on template.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive between 0-2 points when 0-49% of students meet the growth target. Specifically: 30-49%- 2 points, 15-29%- 1 point and 0-14%- 0 points. See 2.11 for points distribution on template.

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	district grade 9 ELA growth assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	district grade 10 ELA growth assessment
Grade 11 ELA	Regents assessment	ELA 11 regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teachers, in collaboration with their team and lead evaluator, will develop student learning objectives (SLO) that will determine the number of points and how those points fall into the HEDI categories set by SED. See template for SLO development in 2.11

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive between 18-20 points when 85-100% of students meet the growth target. Specifically: 95% of higher will earn 20 points, 94-90 % earns 19 points and 89-84% will earn 18 points. (see template in 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive between 9-17 points when 70-84% of students meet the growth target. Specifically: 84%-17 points, 83%-16 points, 82%- 15 points, 81%-14 points, 79-80%- 13 points, 77-78%-12 points, 75-76%- 11 points, 73-74% -10 points and 70-72%- 9 points.see 2.11 for point distribution on template.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive between 3-8 points when 50-69% of students meet the growth target. Specifically: 66-69%- 8 points, 62-65%-7 points, 58-61%- 6 points, 54-57%- 5 points, 52-53%- 4 points, 50-51%- 3 points. see 2.11 for point distribution on template.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive between 0-2 points when 0-49% of students meet the growth target. Specifically: 30-49%- 2 points, 15-29%- 1 point and 0-14%- 0 points. See 2.11 for points distribution on template.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
all other teachers not named above	District, Regional or BOCES-developed	district course growth assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teachers, in collaboration with their team and lead evaluator, will develop student learning objectives (SLO) that will determine the number of points and how those points fall into the HEDI categories set by SED. See template for SLO development in 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive between 18-20 points when 85-100% of students meet the growth target. Specifically: 95% of higher will earn 20 points, 94-90 % earns 19 points and 89-84% will earn 18 points. (see template in 2.11)

Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive between 9-17 points when 70-84% of students meet the growth target. Specifically: 84%-17 points, 83%-16 points, 82%- 15 points, 81%-14 points, 79-80%- 13 points, 77-78%-12 points, 75-76%- 11 points, 73-74% -10 points and 70-72%- 9 points.see 2.11 for point distribution on template.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive between 3-8 points when 50-69% of students meet the growth target. Specifically: 66-69%- 8 points, 62-65%-7 points, 58-61%- 6 points, 54-57%- 5 points, 52-53%- 4 points, 50-51%- 3 points. see 2.11 for point distribution on template.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive between 0-2 points when 0-49% of students meet the growth target. Specifically: 30-49%- 2 points, 15-29%- 1 point and 0-14%- 0 points. See 2.11 for points distribution on template.

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/5364/147244-TXEtxx9bQW/SLO-TemplateSEDrevised.doc

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, 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 those used in State Growth measures, which include: student prior academic history, 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.

Targets will be set using baseline data on each group. That baseline data will include student past academic history and information regarding special learning needs of each student. No specific adjustments will be made to assessment scores.

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://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	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 Friday, June 29, 2012
Updated Wednesday, October 17, 2012

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.

.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. 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.

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	distirct 4th grade ELA achievment assessment
5	5) District, regional, or BOCES–developed assessments	distirct 5th grade ELA achievment assessment
6	5) District, regional, or BOCES–developed assessments	distirct 6th grade ELA achievment assessment
7	5) District, regional, or BOCES–developed assessments	distirct 7th grade ELA achievment assessment
8	5) District, regional, or BOCES–developed assessments	distirct 8th grade ELA achievment assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The teachers, in collaboration with their department/team and lead evaluator, will develop local achievment targets that are rigourous and comparable across classrooms based on student achievement on district grade level ELA achievement assessments. The % of students that reach those targets will then be converted to points (0-15 where there is a value added measure & 0-20 where there is no value added measure) The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the students meet the target; Effective where 70-84% of students meet the target; Developing where 50-69% of the students meet the target and Ineffective where 0-49% of students meet the target. See rubric below for specific point breakdown.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14-15 points will be assigned where 85-100% of students meet the target. Specifically: 95-100%- 15 points, 85-94%- 14 points.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8-13 points will be assigned where 70-84% of students meet the target. Specifically: 83-84%-13 points, 81-82%- 12 points, 80%-11 points, 79% 10 points, 75-78%- 9 points and 70-74%- 8 points.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-7 points will be assigned where 50-69% of students meet the target. Specifically; 66-69%- 7 points, 58-65%- 6 points, 55-57%- 5 points, 52-52%- 4 points, 50-51%- 3 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned here 0-49% of students meet the target. Specifically; 30-49%-2 points, 15-29%- 1 point and 0-14%- 0 points.

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	district 4th grade math avhievement assessment
5	5) District, regional, or BOCES–developed assessments	district 5th grade math achievmenet assessment
6	5) District, regional, or BOCES–developed assessments	district 6th grade math achievement assessment
7	5) District, regional, or BOCES–developed assessments	district 7th grade math acheivement assessment
8	5) District, regional, or BOCES–developed assessments	district 8th grade math achievment assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The teachers, in collaboration with their department/team and lead evaluator, will develop local achievment targets that are rigourous and comparable across classrooms based on student achievement on district grade level Math achievement assessments.. The % of students that reach those targets will then be converted to points (0-15 where there is a value added measure & 0-20 where there is no value added measure) The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the students meet the target; Effective where 70-84% of students meet the target; Developing where 50-69% of the students meet the target and Ineffective where 0-49% of students meet the target. See rubric below for specific point breakdown.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14-15 points will be assigned where 85-100% of students meet the target. Specifically: 95-100%- 15 points, 85-94%- 14 points.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8-13 points will be assigned where 70-84% of students meet the target. Specifically: 83-84%-13 points, 81-82%- 12 points, 80%-11 points, 79% 10 points, 75-78%- 9 points and 70-74%- 8 points.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-7 points will be assigned where 50-69% of students meet the target. Specifically; 66-69%- 7 points, 58-65%- 6 points, 55-57%- 5 points, 52-52%- 4 points, 50-51%- 3 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned here 0-49% of students meet the target. Specifically; 30-49%-2 points, 15-29%- 1 point and 0-14%- 0 points.

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	district Kindergarten ELA achievement assessment
1	5) District, regional, or BOCES–developed assessments	district 1st grade ELA achievement assessment
2	5) District, regional, or BOCES–developed assessments	district 2nd grade ELA achievement assessment
3	5) District, regional, or BOCES–developed assessments	district 3rd grade ELA achievment assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers, in collaboration with their department/team and lead evaluator, will develop local achievment targets that are rigourous and comparable across classrooms based on student achievement on district grade level ELA achievement assessments.. The % of students that reach those targets will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the students meet the target; Effective where 70-84% of students meet the target; Developing where 50-69% of the students meet the target and Ineffective where 0-49% of students meet the target. See rubric below for specific point breakdown.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the students met the local achievment target. Specifically, if 95% and above meet the target will earn 20 points. 94-90%- 19 points and 89-85%- 18 points.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be awarded where 70-84% of the students meet the local achievement target. Speficically, 84%=17 points, 83%=16 points, 82%=15 points, 81%=14 points, 79-80%=13 points, 77-78%=12 points, 75-76%=11 points, 73-74%=10 points, 70-72%=9 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of students meet the local achievement target. Specifically, 66-69%=8 points, 62-65%=7 points, 58-61%=6 points, 54-57%= 5 points, 52-53%=4 points, and 50-51%= 3points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of students meet the local achievement target. Specifically, 30-49%=2 points, 15-29%=1 point and 0-14%= o points.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	district kindergarten math achievment assessment
1	5) District, regional, or BOCES–developed assessments	district 1st grade math achievement assessment
2	5) District, regional, or BOCES–developed assessments	district 2nd grade math achievement assessment
3	5) District, regional, or BOCES–developed assessments	district 3rd grade math achievement assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers, in collaboration with their department/team and lead evaluator, will develop local achievment targets that are rigourous and comparable across classrooms based on student achievement on district grade level ELA achievement assessments.. The % of students that reach those targets will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the students meet the target; Effective where 70-84% of students meet the target; Developing where 50-69% of the students meet the target and Ineffective where 0-49% of students meet the target. See rubric below for specific point breakdown.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the students met the local achievment target. Specifically, if 95% and above meet the target will earn 20 points. 94-90%- 19 points and 89-85%- 18 points.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be awarded where 70-84% of the students meet the local achievement target. Speficically, 84%=17 points, 83%=16 points, 82%=15 points, 81%=14 points, 79-80%=13 points, 77-78%=12 points, 75-76%=11 points, 73-74%=10 points, 70-72%=9 points.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of students meet the local achievement target. Specifically, 66-69%=8 points, 62-65%=7 points, 58-61%=6 points, 54-57%= 5 points, 52-53%=4 points, and 50-51%= 3points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of students meet the local achievement target. Specifically, 30-49%=2 points, 15-29%=1 point and 0-14%= o points.

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	common branch teacher w/local achievement targets Math
7	5) District, regional, or BOCES–developed assessments	district 7th grade science achievement assessment
8	5) District, regional, or BOCES–developed assessments	district 8th grade science achievement assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers, in collaboration with their department/team and lead evaluator, will develop local achievment targets that are rigourous and comparable across classrooms based on student achievement on district grade level ELA achievement assessments.. The % of students that reach those targets will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the students meet the target; Effective where 70-84% of students meet the target; Developing where 50-69% of the students meet the target and Ineffective where 0-49% of students meet the target. See rubric below for specific point breakdown.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the students met the local achievment target. Specifically, if 95% and above meet the target will earn 20 points. 94-90%- 19 points and 89-85%- 18 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be awarded where 70-84% of the students meet the local achievement target. Speficically, 84%=17 points, 83%=16 points, 82%=15 points, 81%=14 points, 79-80%=13 points, 77-78%=12 points, 75-76%=11 points, 73-74%=10 points, 70-72%=9 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of students meet the local achievement target. Specifically, 66-69%=8 points, 62-65%=7 points, 58-61%=6 points, 54-57%= 5 points, 52-53%=4 points, and 50-51%= 3points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of students meet the local achievement target. Specifically, 30-49%=2 points, 15-29%=1 point and 0-14%= o points.

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	common branch teacher with Local achievment target in ELA
7	5) District, regional, or BOCES–developed assessments	district 7th grade social studies achievement assessment
8	5) District, regional, or BOCES–developed assessments	district 8th grade social studies achievement assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers, in collaboration with their department/team and lead evaluator, will develop local achievment targets that are rigourous and comparable across classrooms based on student achievement on district grade level ELA achievement assessments.. The % of students that reach those targets will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the students meet the target; Effective where 70-84% of students meet the target; Developing where 50-69% of the students meet the target and Ineffective where 0-49% of students meet the target. See rubric below for specific point breakdown.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the students met the local achievment target. Specifically, if 95% and above meet the target will earn 20 points. 94-90%- 19 points and 89-85%- 18 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be awarded where 70-84% of the students meet the local achievement target. Speficically, 84%=17 points, 83%=16 points, 82%=15 points, 81%=14 points, 79-80%=13 points, 77-78%=12 points, 75-76%=11 points, 73-74%=10 points, 70-72%=9 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of students meet the local achievement target. Specifically, 66-69%=8 points, 62-65%=7 points, 58-61%=6 points, 54-57%= 5 points, 52-53%=4 points, and 50-51%= 3points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of students meet the local achievement target. Specifically, 30-49%=2 points, 15-29%=1 point and 0-14%= o points.

3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	district global 1 achievement assessment
Global 2	5) District, regional, or BOCES–developed assessments	district global 2 achievement assessment
American History	5) District, regional, or BOCES–developed assessments	district american history achievement assessment

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers, in collaboration with their department/team and lead evaluator, will develop local achievment targets that are rigourous and comparable across classrooms based on student achievement on district grade level ELA achievement assessments.. The % of students that reach those targets will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the students meet the target; Effective where 70-84% of students meet the target; Developing where 50-69% of the students meet the target and Ineffective where 0-49% of students meet the target. See rubric below for specific point breakdown.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the students met the local achievment target. Specifically, if 95% and above meet the target will earn 20 points. 94-90%- 19 points and 89-85%- 18 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be awarded where 70-84% of the students meet the local achievement target. Speficically, 84%=17 points, 83%=16 points, 82%=15 points, 81%=14 points, 79-80%=13 points, 77-78%=12 points, 75-76%=11 points, 73-74%=10 points, 70-72%=9 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of students meet the local achievement target. Specifically, 66-69%=8 points, 62-65%=7 points, 58-61%=6 points, 54-57%= 5 points, 52-53%=4 points, and 50-51%= 3points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of students meet the local achievement target. Specifically, 30-49%=2 points, 15-29%=1 point and 0-14%= o points.

3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	district living environment achievement assessment
Earth Science	5) District, regional, or BOCES–developed assessments	district earth science achievement assessment
Chemistry	5) District, regional, or BOCES–developed assessments	district chemisty achievement assessment
Physics	5) District, regional, or BOCES–developed assessments	district physics achievement assessment

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers, in collaboration with their department/team and lead evaluator, will develop local achievment targets that are rigourous and comparable across classrooms based on student achievement on district grade level ELA achievement assessments.. The % of students that reach those targets will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the students meet the target; Effective where 70-84% of students meet the target; Developing where 50-69% of the students meet the target and Ineffective where 0-49% of students meet the target. See rubric below for specific point breakdown.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the students met the local achievment target. Specifically, if 95% and above meet the target will earn 20 points. 94-90%- 19 points and 89-85%- 18 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of students meet the local achievement target. Specifically, 66-69%=8 points, 62-65%=7 points, 58-61%=6 points, 54-57%= 5 points, 52-53%=4 points, and 50-51%= 3points.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be awarded where 70-84% of the students meet the local achievement target. Speficically, 84%=17 points, 83%=16 points, 82%=15 points, 81%=14 points, 79-80%=13 points, 77-78%=12 points, 75-76%=11 points, 73-74%=10 points, 70-72%=9 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned with student acheivment scores are well below the target. The point steps will be incremental based a collaboratively determined scale set with the lead evaluator prior to the assessment.

3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	district algebra 1 achievement assessment
Geometry	5) District, regional, or BOCES–developed assessments	district geometry achievement assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	district algebra 2 achievement assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers, in collaboration with their department/team and lead evaluator, will develop local achievment targets that are rigourous and comparable across classrooms based on student achievement on district grade level ELA achievement assessments.. The % of students that reach those targets will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the students meet the target; Effective where 70-84% of students meet the target; Developing where 50-69% of the students meet the target and Ineffective where 0-49% of students meet the target. See rubric below for specific point breakdown.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the students met the local achievment target. Specifically, if 95% and above meet the target will earn 20 points. 94-90%- 19 points and 89-85%- 18 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be awarded where 70-84% of the students meet the local achievement target. Speficically, 84%=17 points, 83%=16 points, 82%=15 points, 81%=14 points, 79-80%=13 points, 77-78%=12 points, 75-76%=11 points, 73-74%=10 points, 70-72%=9 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of students meet the local achievement target. Specifically, 66-69%=8 points, 62-65%=7 points, 58-61%=6 points, 54-57%= 5 points, 52-53%=4 points, and 50-51%= 3points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of students meet the local achievement target. Specifically, 30-49%=2 points, 15-29%=1 point and 0-14%= o points.

3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	district ELA 9 achievement assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	district ELA 10 achievement assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	district ELA 11 achievement assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers, in collaboration with their department/team and lead evaluator, will develop local achievment targets that are rigourous and comparable across classrooms based on student achievement on district grade level ELA achievement assessments.. The % of students that reach those targets will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the students meet the target; Effective where 70-84% of students meet the target; Developing where 50-69% of the students meet the target and Ineffective where 0-49% of students meet the target. See rubric below for specific point breakdown.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the students met the local achievment target. Specifically, if 95% and above meet the target will earn 20 points. 94-90%- 19 points and 89-85%- 18 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be awarded where 70-84% of the students meet the local achievement target. Speficically, 84%=17 points, 83%=16 points, 82%=15 points, 81%=14 points, 79-80%=13 points, 77-78%=12 points, 75-76%=11 points, 73-74%=10 points, 70-72%=9 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of students meet the local achievement target. Specifically, 66-69%=8 points, 62-65%=7 points, 58-61%=6 points, 54-57%= 5 points, 52-53%=4 points, and 50-51%= 3points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of students meet the local achievement target. Specifically, 30-49%=2 points, 15-29%=1 point and 0-14%= o points.

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	all other teachers not covered above	5) District/regional/BOCES–developed	district course achievement assessments

For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is

possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers, in collaboration with their department/team and lead evaluator, will develop local achievment targets that are rigourous and comparable across classrooms based on student achievement on district grade level ELA achievement assessments.. The % of students that reach those targets will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the students meet the target; Effective where 70-84% of students meet the target; Developing where 50-69% of the students meet the target and Ineffective where 0-49% of students meet the target. See rubric below for specific point breakdown.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the students met the local achievment target. Specifically, if 95% and above meet the target will earn 20 points. 94-90%- 19 points and 89-85%- 18 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	.9-17 points will be awarded where 70-84% of the students meet the local achievement target. Speficically, 84%=17 points, 83%=16 points, 82%=15 points, 81%=14 points, 79-80%=13 points, 77-78%=12 points, 75-76%=11 points, 73-74%=10 points, 70-72%=9 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of students meet the local achievement target. Specifically, 66-69%=8 points, 62-65%=7 points, 58-61%=6 points, 54-57%= 5 points, 52-53%=4 points, and 50-51%= 3points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of students meet the local achievement target. Specifically, 30-49%=2 points, 15-29%=1 point and 0-14%= o points.

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

(No response)

3.13) HEDI Tables or Graphics

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

(No response)

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Local Achievment Targets will be set using baseline data on each student and group. That baseline data will include, baseline assessments, student past academic history and information regarding special learning needs of each student.

Scores of students identified by the CSE as having a disability will be adjusted in the following manner: Raw scores will be increased by a factor of 1.17. This is being done because students with disabilities, by virtue of their designation of requiring an individualized education plan, have different goals and instructional supports in the educational setting than the general population.

Students identified as English Language Learners and assigned to the K-12 Instructional Program for English Language Learners will have their raw scores adjusted in the same manner as students with a disability because achievement of their learning goals is compromised by their lack of facility with the English language; thus requiring different instructional supports and modified learning goals. A student with a disability who is also an English Language Learner will have the raw score adjusted just once by a factor of 1.17.We see no potentially problematic incentives associated with this adjustment.

For purposes of determining the Locally-selected Measures of Student Achievement, teachers should be assessed based on the performance of the students that they had the opportunity to teach. Utilizing the district's student information system (SIS), each student's grade shall be weighted based on cumulative time present by the date of the assessment. The grade will be adjusted by a weighting factor calculated as 1+ (potential sessions-actual sessions)/actual sessions. Additional weighting factors may be added as determined by the building principal in accordance to the regulations set forth by SED and approved by the APPR committee.

We believe that students must be in class to reach their potential. The teachers in collaboration with administration and counseling office work with families of students that have regular attendance issues. Each day a student is absent a staff member phones the parents regarding the absence. In addition, attendance is reported to the parent on each progress report. When a student is chronically absent, parents are contacted in writing by an administrator regarding the student's attendance record, the state's compulsory attendance law, and possible consequences and penalties for failing to comply. Counselors work with the families on strategies to increase attendance, and set up interventions to assist with missed assignments. If these attempts are unsuccessful and there is no change in the pattern, a notice with be sent certified mail and when circumstances warrant, directly to the courts.

In addition, teacher staffed after school program is available to students to receive extra help for any reason, including assistance in completing missing work from absence. Students that are absent for a significant number of days for medical or suspension issues will have tutoring available to them to keep them current with class instruction and assignments.

Adjustments for Achievement targets will be made based on the allowable controls set forth by SED, pre-assessments scores, and other pertinent historical student data.
Currently the only allowable controls or adjustments are those used in State Growth measures which include: student prior academic history, students with disabilities, English language learners, students in poverty, and in the future, any other students-classroom-and school level characteristics approved by the Board of Regents.

In no case will more than 2 points be added to the teacher's HEDI score based on any local control.

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.

A teacher will receive a score from 0-15/0-20 for each local achievment target. Where a teacher has multiple targets, the scores will be combined into one score using a ratio based on student enrollment for each course.

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 Friday, June 29, 2012
Updated Wednesday, February 27, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The evidence for each element within a standard will be applied to the rubric on a 3 point scale. The performance level for each element on the rubric will be added and then divided by the number of elements for that standard. In the event that there is no evidence for an element in a given year, that element will be considered not applicable and will not be counted in the denominator. However, a score for each standard will be given each year. The scores for each of the seven standards will be averaged and will then be translated to a point system ranging from 0-60 points that coincide to a HEDI rating.
Rubric to level Conversion Scale.
Level Overall Rubric Average Score 60 Point Distribution for Composite Score
Ineffective 0-.44 0-49
Developing .45-1.44 50-56

Effective 1.45-2.2 57-58
Highly Effective 2.3-3.0 59-60
See the conversion chart below for the specific point by point breakout. Standard rounding procedures will be used where a composite score has a decimal. All .1-.4 will round down the nearest whole number and .5 and above will round up to the nearest whole number.

Tenured teachers will be assigned to one of three observation 'cycles' ; Years A, B or C. The first year, the groups in each cycle are being assigned by the APPR committee so that each group is balanced in terms of number of teachers in each as well as heterogeneously grouped for number of years of expereince and content areas (each group is made up of a mixture of elementary, middle and high school teachers from both core and encore areas and has a balance of teachers with 3-5 years expereince, 6-15 years expereince and above 16 years experience). Teachers in Year A will have at least one formal observation and one informal/unannounced observation. Teachers in Years B C will each have a minimum of 2 informal/unannounced observations. The groups will rotate each year (A to B, B to C, and C to A) so that all tenured teachers will have a least one formal observation every three years.

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/5091/147380-eka9yMJ855/60%converstion chart teacherrevised.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	In order to receive a Highly Effective rating for this subcomponenet, teachers must have an average rubric score that exceeds epectations. This translates to an average rubric score of 2.3-3.0 on a 3 point scale, which is then coverted to a HEDI score of 59-60. See graphic conversion chart as attached for a full translation from average rubric score to HEDI points.
Effective: Overall performance and results meet NYS Teaching Standards.	In order to receive an Effective rating for this subcomponenet, teachers must have an average rubric score that meets epectations. This translates to an average rubric score of on a 1.45-2.2 on a 3 point scale which translates to a HEDI score of 57-58 . See graphic conversion chart as attached for a full translation from average rubric score to HEDI points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	In order to receive a Developing rating for this subcomponenet, teachers must have an average rubric score that is below expectations and shows a need for improvement. This translates to an average rubric score of .45-1.44 on a 3 point scale and is converted to 50-56 points on the HEDI scale. See graphic conversion chart as attached for a full translation from average rubric score to HEDI points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	In order to receive a Ineffective rating for this subcomponenet, teachers must have an average rubric score that does not meet expectations. This transltes to an average rubric score of 0-.44 on a 3 point scale and is converted to 0-49 points on the HEDI score. See graphic conversion chart as attached for a full translation from average rubric score to HEDI points.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	2
4.6) Observations of Probationary Teachers | Informal/Short	1
4.6) Observations of Probationary Teachers | Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers | Formal/Long	0
4.7) Observations of Tenured Teachers | Informal/Short	1
4.7) Observations of Tenured Teachers | Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
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, July 03, 2012
Updated Wednesday, October 17, 2012

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.

For the 2013-2014 school year and beyond, 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 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 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	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

5.2) The 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

2012-13 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 Friday, June 29, 2012
Updated Wednesday, October 17, 2012

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. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

assets/survey-uploads/5265/147370-Df0w3Xx5v6/PIPform.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:

Appeals
The following procedure is the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher's performance review and/or improvement plan.

A teacher who receives an effectiveness composite rating of 'ineffective' or 'developing' may appeal his or her performance review.

Ratings of 'highly effective' or 'effective' cannot be appealed.

Stage I:
A teacher may request a resolution meeting with his/her lead evaluator. A meeting with the teacher and a union representative (upon teacher request) will be scheduled within 3 school days after the request is made. At that meeting the teacher will bring their specific concerns to the evaluator and have the right to present additional evidence that supports their area of concern. If the lead evaluator and teacher agree that the new evidence warrants a change in composite score, the change will be made and both will sign a new summative evaluation. If no resolution is met, a formal appeal may be filed.

Stage 2:
A teacher may file a formal appeal over the substance of the annual professional performance review, the school district's adherence to the standards and methodologies required for such reviews, the adherence to the regulations of the commissioner and compliance with the negotiated APPR procedures, as well as the school district's implementation of the terms of the professional improvement plan.

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

Appeals concerning a teacher's performance review must be filed no later than fifteen (15) school days from the date when a teacher receives it.

A teacher wishing to initiate an appeal must submit, in writing, to the Superintendent a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal.

Within 10 school days of its receipt of a copy of the appeal, the lead evaluator or school district member who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's or principal's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal.

The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

Under this process the teacher bears the burden of proving the merits of his or her appeal.

The teacher filing the appeal must specify if they would like the appeal to be heard and decided upon by the Superintendent only or by a three person review panel. If a panel is chosen, the Superintendent, working with the DeRuyter Faculty Association President, will appoint the panel comprised of the superintendent, one lead evaluator, and one district teacher. The Superintendent or the panel (depending on the route chosen by the teacher) will issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the teacher filed his or her appeal.

The decision of the superintendent or the panel shall be final and an appeal shall be deemed completed upon the issuance of that decision. It shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. A copy shall be provided to both the teacher and the evaluator and the teacher shall have the option of providing a written response to be placed in their personnel folder. The decision of the Superintendent or panel shall not be subject to any further appeal.

Appeals related to the issuance of an improvement plan are limited to issues regarding the compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans and in the school district's implementation of the plan. Appeals must be initiated within fifteen (15) school days of the alleged failure of the district to comply with such requirements.

A decision sustaining an appeal regarding the substance of a particular performance review and/or the issuance of an improvement plan shall require that the school district revise the performance review and/or improvement plan, as appropriate, in accordance with the decision. A revised version of the performance review and/or improvement plan shall be placed in the teacher's file and the original successfully appealed performance review and/or improvement plan shall be removed.

A decision sustaining an appeal regarding implementation of the terms of an improvement plan shall require the school district to take appropriate steps to ensure compliance and the achievement of those terms.

6.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

The Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulations. The district will utilize BOCES Network Team evaluator training, lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:
1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
2) Evidence-based observation techniques that are grounded in research;
3) Application and use of the student growth percentile model and the value-added growth model;
4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice;
5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent. teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;
7) Use of the Statewide Instructional Reporting System;
8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and
9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.
Upon completion of the initial year-long training for evaluators and lead evaluators, administrators will be certified as lead evaluators. The BOE will appoint lead evaluators on a yearly basis with proof of continued training completion.
Administrators responsible to teacher evaluation will continue training on an annual basis through particiaption in the annual follow-up training for evaluators/lead evaluators provided by the OCM BOCES Network Team. This training will support the continued growth and understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up training will be re-certified as lead evaluators. The BOE designates the Superintendent to ensure that the lead evaluators particpate in the initial year long training for lead evaluators and then particpate in on-going training on an annual basis for purposes of continued growth and understanding of the teacher performance evaluation process. The OCM BOCES Network Team will be utilized to provide the initial and ongoing annual training. The initial training for evaluators/lead evaluators and annual training, thereafter, for the purposes of continued growth combined with bi-weekly administrative meetings will maintain inter-rater reliability of evaluations over time.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations,

including training on the effective application of such rubrics to observe a teacher or principal's practice

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, July 03, 2012
Updated Wednesday, October 17, 2012

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.

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

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

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth | Assure that the value-added growth score 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 for 2012-13	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 assessment 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. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

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 school or program type this SLO applies to. Then, using the drop-down boxes below, please select the 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. 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.

Please remember that State assessments must be used with SLOs if applicable to the school or program type.

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.

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

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 setting targets for Comparable Growth Measures, 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 those used in State Growth measures, which include: prior student achievement results, 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.

no adjustments will be used.

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://usny.nysed.gov/rttt/teachers-leaders/slo/home.html.	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, July 03, 2012
Updated Wednesday, October 17, 2012

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.

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

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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	Locally-Selected Measure from List of Approved Measures	Assessment
	PK-8	(d) measures used by district for teacher evaluation	District ELA and Math achievement assessments in K-8
	9-12	(d) measures used by district for teacher evaluation	District ELA and Math achievement assessments in 9-12

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The principals, in collaboration with eachother and their lead evaluator, will develop local achievment targets that will determine the number of points and how those points fall into the HEDI categories set by SED. The point assignment breakdown as descibed below.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will earn 14-15 points where 85-100% of the students reach the expected achievement target. Specifically, 15 points will be awarded where 95-100% of students meet the target and 14 points will be awarded where 85-94% of students meet the target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will earn 8-13 points where 70-84% of the students meet the expected achievment target. Specifically, 13 points will be awarded for 83-84% of students meeting the target, 12 points for 81-82%, 11 points for 80%, 10 points for 79%, 9 points for 75-78% and 8 points for 70-74%.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	The principal will received 3-7 points where 50-58% of students meet the expected achievement target. Specifically, 7

grade/subject.	points will be awarded for 66-69% of students meeting the target, 6 for 58-65%, 5 points for 55-57%, 4 points for 52-54%, 3 points for 50-51%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will receive between 0-2 points where 0-49% of students reach the expected achievement target. Specifically, 2 points will be awarded where 30-49% of students meet the target, 1 point for 15-29% and 0 points for 0-14%.

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.

(No response)

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

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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.	The principals, in collaboration with eachother and their lead evaluator, will develop local achievment targets that will determine the number of points and how those points fall into the HEDI categories set by SED. The point assignment breakdown as descibed below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will earn 18-20 points where 85-100% of the students meeet the achievement target. Specifically, 20 points will be assigned where 95-100% of students meet the target, 19 points where 90-94% and 18 points where 85-89% meet the target..
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will earn 9-17 points where 70-84% of students meet the achievement targets. Specifically- 17 points when 84% of students meet the target, 16 points for 83%, 15 points for 82%, 14 points for 81%, 13 points for 79-80%, 12 points for 77-78%, 11 points for 75-76%, 10 points for 73-74%, and 9 points for 70-72%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will earn between 3-8 points where 50-69% of students meet the achievement target. Specifically, 8 points will be awarded for 66-69% of students meeting the target, 7 points for 62-65%, 6 points for 58-61%, 5 points for 54-57%, 4 points

	for 52-53% and 3 points for 50-51%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will earn between 0-2 points where 0-40% of student meet the achievement target. Specifically, 2 points will be awarded for 30-49% of students meeting the target, 1 point for 15-29%, and 0 points for 0-14%.

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 setting targets for local measures, 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 adjustment will be made to the final assessment results. However, targets will be set using background data on the student population that the targets are set (for example prior academic history, special learning needs, baseline assesssment data). These will be used as it is important to set achievement expectations with knowledge of the group that you are working with. No student will be excluded and the superintenent will approve all measures and targets ensuing that there be no incentives involved with the use of that background information.

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.

Where a principal has mulitple local ahcievment targets, a score of 0-15/0-20 will be give for each target. The scores will then be combined using a ratio of scores to student enrollment.

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, July 03, 2012
Updated Wednesday, October 17, 2012

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 points 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 points 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, 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 applicable):

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.	Checked
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).	Checked

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 posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(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 60 points will be distributed among the six standards via an evidence collection process. Observable evidence will be collected by a trained evaluator (Superintendent) on a minimum of two school visits (one unannounced) as well as by a neighboring district superintedent that will make one school visit. In addition, the evaluator will review school documents, records etc and the principal will present artifacts at a conference with the evaluator. The evidence for each element within a standard will be applied to the rubric on a 3 point scale. The performance level for each element within a standard will be added and then divided by the number of elements for that standard providing a 0-3 score for that standard. The scores for each of the standards will be averaged and will then be tanslated to a point system ranging from 0-60 points that coincide with a HEDI rating as follows (see below for full conversion chart)
HEDI overall rubric average 60 point distribution
Ineffective 0-.44 0-49
Developing .45-1.44 50-56
Effective 1.45-2.2 57-58
Highly Effective 2.3-3.0 59-60
See the conversion chart below for the specific point by point breakout. Standard rounding procedures will be used where a composite score has a decimal. All .1-.4 will round down the nearest whole number and .5 and above will round up to the nearest whole number.

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

assets/survey-uploads/5143/148243-pMADJ4gk6R/60%converstion chartprincipalrevised.doc

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.	In order to receive a Highly Effective rating for this subcomponenet, principals must have an average rubric score that exceeds expectations. This translates to an average rubric score of 2.3-3.0 on a 3 point scale. The average rubric score will be translated to a composite score of 59-60 for these rubric scores. See chart above for specifics.
Effective: Overall performance and results meet standards.	In order to receive an Effective rating for this subcomponenet, principals must have an average rubric score that meets expectations. This translates to an average rubric score of 1.45-2.2 on a 3 point scale. The average rubric score will be translated to a composite score of 57-58 for these rubric scores. See chart above for specifics on the conversion.
Developing: Overall performance and results need improvement in order to meet standards.	In order to receive a developing rating for this subcomponenet, principals will have an average rubric score that is below expectations. This translates to an average rubric score of .45-1.44 on a 3 point scale.

	The average rubric score will be translated to a composite score of 50-56 for these rubric scores. See chart above for specifics on the conversion.
Ineffective: Overall performance and results do not meet standards.	In order to receive an Inffective rating for this subcomponenet, principals must have an average rubric score that is well below expectations. This translates to an average rubric score 0-.44 on a 3 point scale. The average rubric score will be translated to a composite score of 0-49 for these rubric scores. See chart above for specifics on the conversion.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	2
By trained administrator	0
By trained independent evaluator	1
Enter Total	3

Tenured Principals

By supervisor	2
By trained administrator	0
By trained independent evaluator	1
Enter Total	3

10. Composite Scoring (Principals)

Created Tuesday, July 03, 2012
Updated Wednesday, October 17, 2012

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.

For the 2013-2014 school year and beyond, 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 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

10.2) The 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

2012-13 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 Friday, June 29, 2012
Updated Wednesday, October 17, 2012

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 your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

assets/survey-uploads/5276/147374-Df0w3Xx5v6/PIPformprincipal.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:

The following procedure is the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal's performance review and/or improvement plan.

A principal who receives an effectiveness composite rating of 'ineffective' or 'developing' may appeal his or her performance review. Ratings of 'highly effective' or 'effective' cannot be appealed.

Stage I:

A principal may request a resolution meeting with his/her lead evaluator. A meeting with the principal and a union representative (upon teacher request) will be scheduled within 3 school days after the request is made. At that meeting the principal will bring their specific concerns to the evaluator and have the right to present additional evidence that supports their area of concern. If the lead evaluator and teacher agree that the new evidence warrants a change in composite score, the change will be made and both will sign a new summative evaluation. If no resolution is met, a formal appeal may be filed.

Stage 2:
A principal may file a formal appeal over the substance of the annual professional performance review, the school district's adherence to the standards and methodologies required for such reviews, the adherence to the regulations of the commissioner and compliance with the negotiated APPR procedures, as well as the school district's implementation of the terms of the professional improvement plan.

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

Appeals concerning a principal's performance review must be filed no later than fifteen (15) school days from the date when a principal receives it.

A principal wishing to initiate an appeal must submit, in writing, to the Superintendent a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal.

Within 10 school days of its receipt of a copy of the appeal, the lead evaluator or school district member who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's or principal's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal.

The principal initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

Under this process the principal bears the burden of proving the merits of his or her appeal.

The principal filing the appeal must specify if they would like the appeal to be heard and decided upon by a neighboring school Superintendent (current agreement with Marathon superintendent) only or by a three person review panel. If a panel is chosen, the neighboring school Superintendent, working with the DeRuyter principal, will appoint the panel comprised of the neighboring superintendent, one lead evaluator from outside the district, and one district lead evaluator. The neighboring Superintendent or the panel (depending on the route chosen by the principal) will issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the teacher filed his or her appeal.

The decision of the neighboring superintendent or the panel shall be final and an appeal shall be deemed completed upon the issuance of that decision. It shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. A copy shall be provided to both the principal and the evaluator and the principal shall have the option of providing a written response to be placed in their personnel folder. The decision of the neighboring Superintendent or panel shall not be subject to any further appeal.

Appeals related to the issuance of an improvement plan are limited to issues regarding the compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans and in the school district's implementation of the plan. Appeals must be initiated within fifteen (15) school days of the alleged failure of the district to comply with such requirements.

A decision sustaining an appeal regarding the substance of a particular performance review and/or the issuance of an improvement plan shall require that the school district revise the performance review and/or improvement plan, as appropriate, in accordance with the decision. A revised version of the performance review and/or improvement plan shall be placed in the principal's file and the original successfully appealed performance review and/or improvement plan shall be removed.

A decision sustaining an appeal regarding implementation of the terms of an improvement plan shall require the school district to take appropriate steps to ensure compliance and the achievement of those terms.

11.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

The Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulations. The district will utilize BOCES Network Team evaluator training, lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:
1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
2) Evidence-based observation techniques that are grounded in research;
3) Application and use of the student growth percentile model and the value-added growth model;
4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice;
5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent. teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;
7) Use of the Statewide Instructional Reporting System;
8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and
9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.
Upon completion of the initial year-long training for evaluators and lead evaluators, administrators will be certified as lead evaluators. The BOE will appoint lead evaluators on a yearly basis with proof of continued training completion. Administrators responsible to teacher evaluation will continue training on an annual basis through particiaption in the annual follow-up training for evaluators/lead evaluators provided by the OCM BOCES Network Team. This training will support the continued growth and understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up training will be re-certified as lead evaluators. The BOE designates the Superintendent to ensure that the lead evaluators particpate in the initial year long training for lead evaluators and then particpate in on-going training on an annual basis for purposes of continued growth and understanding of the teacher performance evaluation process. The OCM BOCES Network Team will be utilized to provide the initial and ongoing annual training. The initial training for evaluators/lead evaluators and annual training, thereafter, for the purposes of continued growth combined with bi-weekly administrative meetings will maintain inter-rater reliability of evaluations over time.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Friday, June 29, 2012
Updated Thursday, April 11, 2013

Page 1

12.1)Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

assets/survey-uploads/5581/147369-3Uqgn5g9Iu/deruytercertification413.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.

New York State Student Learning Objective Template: Subject/Grade/Teacher Name

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)*
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?*
HEDI Scoring	85%-100% students Meet target = Highly effective 70-84% students Meet target= Effective 50-69%students Meet target= Developing 0-49% students Meet target= Ineffective

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
95+	94-90	89-85	84	83	82	81	80-79	78-77	76-75	74-73	72-70	69-66	65-62	61-58	57-54	53-52	51-50	49-30	29-15	14-0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*

Forms
DeRuyter Professional Improvement Plan (PIP)

The sole purpose of the PIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as "developing" or "ineffective." The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Teacher _____
Grade/Subject _____
Evaluator _____
DeRuyter Faculty Association Representative_____
Date _____

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them

Priority	Area needing improvement	Performance goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Assignment of a mentor teacher ☐ **yes** ☐ **no**
Name of Mentor _____

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet _____ to assess the effectiveness and appropriateness of the PIP in assisting the teacher to achieve the goals set forth in the PIP. Based on the outcome of this assessment, the PIP shall be modified accordingly.

Evaluator's Signature _____
Date _____

Teacher's Signature _____
Date _____

Meeting Dates				

Meeting Date _____

Evaluator Comments

Teacher Comments

Meeting Date _____

Evaluator Comments

Teacher Comments

Meeting Date _____

Evaluator Comments

Teacher Comments

Meeting Date _____

Evaluator Comments

Teacher Comments

Recommendation for Results of PIP

☐ The teacher has met the performance goals identified through the PIP.
☐ The teacher has not met the performance goals.

Next Steps

Evaluator's Signature _____
Date _____

Teacher's Signature _____
Date _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Forms
DeRuyter Professional Improvement Plan (PIP)

The sole purpose of the PIP is the improvement of leadership practice. The goal is to provide resources and support for principals who have been rated as "developing" or "ineffective." The evaluator and principal will jointly determine the strategies to be undertaken to correct the deficiencies.

Principal _____
Grade Range _____
Evaluator _____
Principal Support Representative_____
Date _____

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them

Priority	Area needing improvement	Performance goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Assignment of a mentor principal ☐ **yes** ☐ **no**
Name of Mentor _____

The principal, evaluator, mentor (if applicable) and an support representative (if requested by the principal) shall meet _____ to assess the effectiveness and appropriateness of the PIP in assisting the principal to achieve the goals set forth in the PIP. Based on the outcome of this assessment, the PIP shall be modified accordingly.

Evaluator's Signature _____
Date _____

Principal's Signature _____
Date _____

Meeting Dates				

Meeting Date _____

Evaluator Comments

Principal Comments

Meeting Date _____

Evaluator Comments

Principal Comments

Meeting Date _____

Evaluator Comments

Principal Comments

Meeting Date _____

Evaluator Comments

Principal Comments

Recommendation for Results of PIP

☐ The principal has met the performance goals identified through the PIP.
☐ The principal has not met the performance goals.

Next Steps

Evaluator's Signature _____
Date _____

Principal's Signature _____
Date _____

Principal's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Principals shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

60% Multiple Measures- Teacher

Rubric to level Conversion Scale

Level	Overall Rubric Average Score	60 Point Distribution for Composite Score
Ineffective	0-.44	0-49
Developing	.45-1.44	50-56
Effective	1.45-2.2	57-58
Highly Effective	2.3-3.0	59-60

Full Conversion Scale * ***Standard rounding procedures will be used where a composite score has a decimal. All .1-.4 will round down the nearest whole number and .5 and above will round up to the nearest whole number.***

Total Average Rubric Score	Category	*Composite Score for 60%
	Ineffective 0-49	
0		0
.1		12
.2		25
.3		37
.4		49
	Developing 50-56	
.5		50
.6		50.7
.7		51.4
.8		52.1
.9		52.8
1.0		53.5
1.1		54.2

1.2		54.9
1.3		55.6
1.4		56.3

Total Average Rubric Score	Category	Composite Score for 60%
	Effective 57-58	
1.5		57
1.6		57.2
1.7		57.4
1.8		57.6
1.9		57.8
2.0		58
2.1		58.2
2.2		58.4
	Highly Effective 59-60	
2.3		58.6
2.4		58.8
2.5		59
2.6		59.3
2.7		59.5
2.8		59.8
2.9		60
3.0		60.25 (rounded to 60)

60% Multiple Measures- Principal

Rubric to level Conversion Scale

Level	Overall Rubric Average Score	60 Point Distribution for Composite Score
Ineffective	0-.44	0-49
Developing	.45-1.44	50-56
Effective	1.45-2.2	57-58
Highly Effective	2.3-3.0	59-60

Full Conversion Scale * ***Standard rounding procedures will be used where a composite score has a decimal. All .1-.4 will round down the nearest whole number and .5 and above will round up to the nearest whole number.***

Total Average Rubric Score	Category	*Composite Score for 60%
	Ineffective 0-49	
0		0
.1		12
.2		25
.3		37
.4		49
	Developing 50-56	
.5		50
.6		50.7
.7		51.4
.8		52.1
.9		52.8
1.0		53.5
1.1		54.2

1.2		54.9
1.3		55.6
1.4		56.3

Total Average Rubric Score	Category	Composite Score for 60%
	Effective 57-58	
1.5		57
1.6		57.2
1.7		57.4
1.8		57.6
1.9		57.8
2.0		58
2.1		58.2
2.2		58.4
	Highly Effective 59-60	
2.3		58.6
2.4		58.8
2.5		59
2.6		59.3
2.7		59.5
2.8		59.8
2.9		60
3.0		60.25 (rounded to 60)

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 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 the 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, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date: 4/10/13

Teachers Union President Signature: Date: 4/10/13

Regina R. Raleigh

Administrative Union President Signature: Date: 4/10/13

Board of Education President Signature: Date: 4/10/13