



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

Commissioner of Education
President of the University of the State of New York
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July 31, 2014

Revised

Brian Russ, Superintendent
East Aurora Union Free School District
430 Main St.
East Aurora, NY 14052

Dear Superintendent Russ:

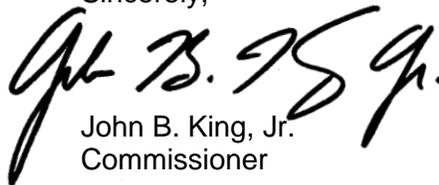
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Lynda Quick

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, March 06, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 140301030000

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

140301030000

1.2) School District Name: EAST AURORA UFSD

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

EAST AURORA UFSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Tuesday, May 27, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	4th grade ELA State Assessment
1	School-or BOCES-wide, group or team results based on State assessments	4th grade ELA State Assessment
2	School-or BOCES-wide, group or team results based on State assessments	4th grade ELA State Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Working in collaboration with the building principal, K-2 teachers will use a group measure and receive a score based on this year's grade 4 ELA NYSED assessment. The school wide measure will be based on the State provided building score for 4th grade ELA. Teachers in Grade 3, working with the building principal, will set individual growth targets for students based on preassessment data. Using AIMSWEB MAZE, data from the previous NYSED Assessments and authentic student work, a baseline was determined. Scores will be based this year's grade 3 ELA assessment and HEDI points will be assigned based on percentage of students meeting identified targets.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective (18 - 20 points) Please see attached chart in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective (9 - 17 points) Please see attached chart in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing (3 - 8 points) Please see attached chart in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective (0 - 2 points) Please see attached chart in 2.11

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	4th grade State Math assessment
1	School-or BOCES-wide, group or team results based on State assessments	4th grade State Math assessment
2	School-or BOCES-wide, group or team results based on State assessments	4th grade State Math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Working in collaboration with the building principal, K-2 teachers will use a group measure and receive a score based this year's grade 4 Math NYSED assessment. The school wide measure will be based on the State provided building score for 4th grade Math. Teachers in Grade 3, working with the building principal, will set individual growth targets for students based on preassessment data. Using AIMSWEB MAZE, data from the previous NYSED Assessments and authentic student work, a baseline was determined. Scores will be based this year's grade 3 Math assessment and HEDI points will be assigned based on percentage of students meeting identified targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective (18 - 20 points) Please see attached chart in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective (9 - 17 points) Please see attached chart in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing (3 - 8 points) Please see attached chart in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective (0 - 2 points) Please see attached chart in 2.11

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	East Aurora developed Grade 6 Science assessment
7	District, regional or BOCES-developed assessment	East Aurora developed Grade 7 Science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers of 6-7 science, in collaboration with the building principal, will set individual growth targets based on preassessment performance data. Following the summative assessment, teachers will be awarded HEDI points based on the percentage of students meeting or exceeding those targets. In grade 8 science, the teacher, in collaboration with the building principal, will set individual growth targets based on preassessment and historic data. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their respective target. A 0-20 HEDI score will be determined using the uploaded conversion chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective (18 - 20 points) Please see attached chart in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective (9 - 17 points) Please see attached chart in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing (3 - 8 points) Please see attached chart in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective (0 - 2 points) Please see attached chart in 2.11

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	East Aurora developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	East Aurora developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	East Aurora developed Grade 8 Social Studied Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers, in collaboration with the building principal, will set group growth targets based on preassessment data. Following the summative assessment teachers will be awarded HEDI points based on the percentage of students meeting or exceeding those targets. A 0-20 HEDI score will be determined using the uploaded conversion chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective (18 - 20 points) Please see attached chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Effective (9 - 17 points) Please see attached chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Developing (3 - 8 points) Please see attached chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective (0 - 2 points) Please see attached chart in 2.11

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	East Aurora developed Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will develop individual growth targets based on a review of the previous year's assessment results and a curriculum based preassessment data. Such targets will be approved by the principal. Following the assessment teachers will be awarded HEDI points based on the percentage of students meeting or exceeding those targets. A 0-20 HEDI score will be determined using the uploaded conversion chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective (18 - 20 points) Please see attached chart in 2.11

Effective (9 - 17 points) Results meet District goals for similar students.	Effective (9 - 17 points) Please see attached chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Developing (3 - 8 points) Please see attached chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective (0 - 2 points) Please see attached chart in 2.11

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will develop individual growth targets based on a review of the previous year assessment results and a curriculum based preassessment data. Such targets will be approved by the principal. Following the Regents assessment teachers will be awarded HEDI points based on the percentage of students meeting or exceeding those targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their respective target. A 0-20 HEDI score will be determined using the uploaded conversion chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective (18 - 20 points) Please see attached chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Effective (9 - 17 points) Please see attached chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Developing (3 - 8 points) Please see attached chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective (0 - 2 points) Please see attached chart in 2.11

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will develop individual growth targets based on a review of the previous year assessment results and a curriculum based preassessment data. Such targets will be approved by the principal. Following the Regents assessment teachers will be awarded HEDI points based on the percentage of students meeting or exceeding those targets. East Aurora School District will administer the NYS Integrated Algebra Regents in addition to the NYS Common Core Regents to students enrolled in common core courses. The higher of these two scores will be used for APPR purposes. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their respective target. A 0-20 HEDI score will be determined using the uploaded conversion chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective (18 - 20 points) Please see attached chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Effective (9 - 17 points) Please see attached chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Developing (3 - 8 points) Please see attached chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective (0 - 2 points) Please see attached chart in 2.11

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	East Aurora developed Grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	East Aurora developed Grade 10 ELA assessment
Grade 11 ELA	Regents assessment	NYS Common Core ELA regents/NYS Comprehensive ELA Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will develop individual growth targets based on a review of the previous year assessment results and a curriculum based preassessment data. Such targets will be approved by the principal. Following the Regents/summative assessment teachers will be awarded HEDI points based on the percentage of students meeting or exceeding those targets. East Aurora School district will be administering both the NYS Comprehensive Regents and NYS Common Core Regents and the higher of the two scores will be used for APPR purposes. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their respective target. A 0-20 HEDI score will be determined using the uploaded conversion chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective (18 - 20 points) Please see attached chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Effective (9 - 17 points) Please see attached chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Developing (3 - 8 points) Please see attached chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective (0 - 2 points) Please see attached chart in 2.11

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
Grade K-4 Art, Music, Band, Orchestra, Library, Physical Education and Keyboarding	School/BOCES-wide/group/team results based on State	Grades 3 and 4 ELA and Math State assessments
Grades 5-8 Art, Music, Band, Orchestra, Chorus, Physical Education, CDOS, Technology, Family and Consumer Sciences, and Health	School/BOCES-wide/group/team results based on State	Grades 5-8 ELA and Math State assessment
Grades 7 and 8 French and Spanish	School/BOCES-wide/group/team results based on State	Grades 5-8 ELA and Math State assessment
Grades 9-12 Art, Music, Band, Orchestra, Chorus, Physical Education, CDOS, Technology, Health, Languages Other Than English	School/BOCES-wide/group/team results based on State	Comprehensive Grade 11 ELA Regents assessment
Grades 7 and 8 Latin	District, Regional or BOCES-developed	East Aurora developed assessment for Grades 7 and 8 Latin

AP English 12	District, Regional or BOCES-developed	East Aurora Developed Course Specific Assessment
AP US History	State Assessment	U.S. History Regents Assessment
Pre-Calculus	District, Regional or BOCES-developed	East Aurora developed assessment for Pre-Calculus
Environmental Science	District, Regional or BOCES-developed	East Aurora developed assessment for Environmental Science
Participation in Government	District, Regional or BOCES-developed	East Aurora developed assessment for Participation in Government
Economics	District, Regional or BOCES-developed	East Aurora developed assessment for Economics

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>The principal and teacher, using baseline data from pre-assessments, information from previous years NYSED assessment performances and other relevant student data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed their individual student growth targets, a corresponding score and HEDI rating will be assigned to the teacher. For grades 9-12 using a school wide measure, teachers will receive HEDI scores based on the percentage of students school-wide who meet or exceed their individual student growth targets.</p> <p>For grades K-4 using a school-wide measure, teachers' school-wide measure will be based on the State-provided building score for grades 4 ELA and Math. The same teachers will also receive a HEDI score based on the percent of students school-wide meeting their individual growth targets on the NYS Grade 3 ELA and Math assessments. Both the grade 4 and grade 3 HEDI scores will then be combined a final time by being weighted proportionately based on the number of students in each measure.</p> <p>For grades 5-8 using a school-wide measure, teachers' school-wide measure will be based on the State-provided building scores for grades 5-8 ELA and Math.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective (18 - 20 points) Please see attached chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Effective (9 - 17 points) Please see attached chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Developing (3 - 8 points) Please see attached chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective (0 - 2 points) Please see attached chart in 2.11

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/697647-TXEttx9bQW/Task 2.11_2.docx

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMS Web
5	5) District, regional, or BOCES–developed assessments	East Aurora developed Grade 5 ELA assessment
6	5) District, regional, or BOCES–developed assessments	East Aurora developed Grade 6 ELA assessment
7	5) District, regional, or BOCES–developed assessments	East Aurora developed Grade 7 ELA assessment
8	5) District, regional, or BOCES–developed assessments	East Aurora developed Grade 8 ELA 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.	Achievement will be measured by taking the average of student scores on the summative assessment. Based on this average a teacher will receive a score of 0-15 (0-20 if no value added) HEDI points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (14 - 15 points)Please see attached chart in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	Effective (8- 13 points)Please see attached chart in 3.3

grade/subject.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Developing (3 - 7 points) Please see attached chart in 3.3

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

Ineffective (0 - 2 points) Please see attached chart in 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMS Web
5	5) District, regional, or BOCES-developed assessments	East Aurora developed Grade 5 Math assessment
6	5) District, regional, or BOCES-developed assessments	East Aurora developed Grade 6 Math assessment
7	5) District, regional, or BOCES-developed assessments	East Aurora developed Grade 7 Math assessment
8	5) District, regional, or BOCES-developed assessments	East Aurora developed Grade 8 Math 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.

Achievement will be measured by taking the average of student scores on the summative assessment. Based on this average a teacher will receive a score of 0-15 (0-20 if no value added) HEDI points.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Highly Effective (14 - 15 points) Please see attached chart in 3.3

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Effective (8- 13 points) Please see attached chart in 3.3

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Developing (3 - 7 points) Please see attached chart in 3.3

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

Ineffective (0 - 2 points) Please see attached chart in 3.3

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMS Web
1	4) State-approved 3rd party assessments	AIMS Web
2	4) State-approved 3rd party assessments	AIMS Web

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.	Achievement will be measured by taking the average of student scores on the summative assessment. Based on this average a teacher will receive a score of 0-20 HEDI points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18-20 points) Please see attached chart in 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9-17 points) Please see attached chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 8 points) Please see attached chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) Please see attached chart in 3.13

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMS Web
1	4) State-approved 3rd party assessments	AIMS Web
2	4) State-approved 3rd party assessments	AMS Web
3	4) State-approved 3rd party assessments	AIMS Web

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.	Achievement will be measured by taking the average of student scores on the summative assessment. Based on this average a teacher will receive a score of 0-20 HEDI points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for	Highly Effective (18-20 points) Please see attached chart in 3.13

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

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	East Aurora developed Grade 6 Science assessment
7	5) District, regional, or BOCES–developed assessments	East Aurora developed Grade 7 Science assessment
8	3) Teacher specific achievement or growth score computed locally	New York State 8th Grade Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Achievement will be measured by taking the average of student scores on the summative assessment. Based on this average a teacher will receive a score of 0-20 HEDI points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18 - 20 points)Please see attached chart in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9 - 17 points) Please see attached chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 8 points) Please see attached chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points)Please see attached chart in 3.13

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	East Aurora developed Grade 6 Social Studies assessment
7	5) District, regional, or BOCES–developed assessments	East Aurora developed Grade 7 Social Studies assessment
8	5) District, regional, or BOCES–developed assessments	East Aurora developed Grade 8 Social Studies 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.	Achievement will be measured by taking the average of student scores on the summative assessment. Based on this average a teacher will receive a score of 0-20 HEDI points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18 - 20 points) Please see attached chart in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9 - 17 points) Please see attached chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 8 points) Please see attached chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) Please see attached chart in 3.13

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	East Aurora developed Global 1 assessment
Global 2	3) Teacher specific achievement or growth score computed locally	New York State Global II Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	U.S.History Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Achievement will be measured by taking the average of student scores on the summative assessment. Based on this average a teacher will receive a score of 0-20 HEDI points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18 - 20 points) Please see attached chart in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9 - 17 points) Please see attached chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 8 points) Please see attached chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) Please see attached chart in 3.13

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	East Aurora developed Living Environment assessment
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science Regents Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	East Aurora developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	East Aurora developed Physics 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.	Achievement will be measured by taking the average of student scores on the summative assessment. Based on this average a teacher will receive a score of 0-20 HEDI points.
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18-20 points) Please see attached chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 8 points) Please see attached chart in 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9 - 17points) Please see attached chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) Please see attached chart in 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	NYS Integrated Alegbra Regents/NYS Common Core Regents
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents Assessment
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra II Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Achievement will be measured by taking the average of student scores on the summative assessment. Based on this average a teacher will receive a score of 0-20 HEDI points. For Alegbra I the higher of the two scores will be used.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18 - 20 points) Please see attached chart in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9 - 17 points) Please see attached chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 8 points) Please see attached chart in 3.13

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

Ineffective (0 - 2 points) Please see attached chart in 3.13

3.11) High School English Language Arts

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

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Achievement will be measured by taking the average of student scores on the summative assessment. Based on this average a teacher will receive a score of 0-20 HEDI points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18 - 20 points) Please see attached chart in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9 - 17 points) Please see attached chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 8 points) Please see attached chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) Please see attached chart in 3.13

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Grades K-4 Art, Music, Band, Orchestra, Library, Physical Education and Keyboarding	6(ii) School wide measure computed locally	AIMSweb
Grades 5-8 Art, Music, Band, Orchestra, Chorus, Physical Education, CDOS, Technology, Family and Consumer Sciences, and Health	5) District/regional/BOCES –developed	East Aurora developed course and grade specific assessment
Grades 7 and 8 Languages Other Than English	5) District/regional/BOCES –developed	East Aurora developed course and grade specific assessment for grades 7 and 8 French, Spanish and Latin
Grades 9-12 Art, Music, Band, Orchestra, Chorus Physical Education, CDOS, Technology, Health, Languages Other Than English	5) District/regional/BOCES –developed	East Aurora developed course and grade specific assessment
AP English 11	5) District/regional/BOCES –developed	East Aurora developed assessment for AP English 11
AP US History	5) District/regional/BOCES –developed	East Aurora developed assessment for AP US History
Grades 7 and 8 Latin	5) District/regional/BOCES –developed	East Aurora developed assessment for grades 7 and 8 Latin
Pre-Calculus	5) District/regional/BOCES –developed	East Aurora developed assessment for Pre-Calculus
Environmental Science	5) District/regional/BOCES –developed	East Aurora developed assessment for Environmental Science
Participation in Government	5) District/regional/BOCES –developed	East Aurora developed assessment for Participation in Government
Economics	5) District/regional/BOCES –developed	East Aurora developed assessment for Economics

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.

Achievement will be measured by taking the average of student scores on the summative assessment. Based on this average a teacher will receive a score of 0-20 HEDI points. For K-4 teachers the score will be based on a school wide measure that is the average achievement score on the AIMSWEB for all student in the building.

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

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/697648-y92vNseFa4/HEDI Task 3.13_3.docx

3.14) Locally Developed Controls

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

(No response)

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.

If educators have more than one local measure of student achievement, the measures will each earn a score from 0-20 points, or 0-15 points, which will be weighted proportionately based on the number of students in each Local Achievement Measure. Normal Rounding rules apply.

3.16) Assurances

Please check all of the boxes below:

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

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, April 22, 2014

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4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching
---------------------------------------	------------------------------------

Second Rubric, if applicable	(No response)
------------------------------	---------------

4.2) Points Within Other Measures

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

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

First teachers will be assessed on a score of 0-60 based on observations and evaluations using the Danielson Framework. In order to determine a score, teachers will receive a score of 1-4 for each subcomponent observed within 4 domains. The score from all observed subcomponents within each domain will be averaged to determine an average domain score of 1-4. Once all domains are scored they will be weighted and added together in an overall rubric score of 1-4. This overall rubric score will convert to a HEDI score of 0-60 using the uploaded conversion chart. If over the course of multiple observations a single subcomponent is scored more than once those scores will be averaged to arrive at a single average sub score.

East Aurora Union Free School District understands the final composite HEDI score will be in whole numbers. The rubric value listed is the minimum value necessary to achieve the corresponding HEDI point value. Standard Rounding rules will apply :rounding will not result in a teacher being moved to higher HEDI category.

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

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers will receive a rating of Highly Effective for the "other measures" sub-component when they earn a final average rubric score between 3.5-4.0, as identified on the conversion chart.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers will receive a rating of Effective for the "other measures" sub-component when they earn a final average rubric score between 2.5-3.4, as identified on the conversion chart.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers will receive a rating of Developing for the "other measures" sub-component when they earn a final average rubric score between 1.5-2.4, as identified on the conversion chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers will receive a rating of Ineffective for the "other measures" sub-component when they earn a final average rubric score between 1.0-1.4, as identified on the conversion chart.

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

Formal/Long	1
Informal/Short	1
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Monday, January 13, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Monday, July 07, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/173686-Df0w3Xx5v6/Teacher Improvement Plan Form.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALS PROCEDURE

I. Appeals of Ineffective or Developing Ratings Only

The Administrator's determination shall be final regarding any unit member who receives an overall rating of highly effective or

effective, or a non-tenured teacher who receives any rating at all, including ineffective. If that teacher disagrees with the response, the teacher may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed APPR or TIP.

Any tenured teacher aggrieved of an APPR rating of developing or ineffective may challenge that APPR by use of the following procedure:

A member shall be entitled to representation by EAFA during the course of this process. The District shall maintain a record of all documents and materials submitted by either party during such appeal, which shall thereafter be available for inspection by the unit member and/ or EAFA.

II. Substance of Appeal Challenge

An appeal may be filed challenging the APPR rating based upon one of the following grounds:

- a. The substance of the APPR;
- b. The District's failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law 3012-c and applicable rules and regulations;
- c. The District's failure to comply with applicable locally negotiated procedures;
- d. The District's failure to issue and/ or implement the terms of the TIP, where applicable.

III. Timeframe for Filing Appeal

In order to be timely, all appeals shall be filed, in writing, within ten (10) business days after the teacher has received the final composite score from his/her administrator. Notification of the appeal shall be provided to the Superintendent of schools or his designee. It is recognized by both the EAFA and the District that this process may continue beyond the normal work year of a unit member. In accordance with regulatory language from 3012-c this timeline provides that nothing therein shall be construed to alter or diminish the authority of the governing body of a school district or BOCES to grant or deny tenure or to terminate probationary teachers or principals during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's or principal's performance that is the subject of the appeal.

IV. The Appeal

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, of the issuance of and/ or implementation of the terms of his or her teacher improvement plan and any additional documents or materials relevant to the appeal. The performance review and/ or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

The teacher may present any mitigating circumstances that he/ she believes relevant during the course of an appeal (including, but not limited to, class size, students and classes assigned, student attendance, teacher leave time/ personal leave, new initiatives/ requirements and physical environment, administrative relationships), which shall be considered by the appeals panel or Superintendent.

Within ten (10) days of receipt of any appeal, the school district must submit written response to the appeal. The response may include any and all additional documents or written materials specific to the points of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in determination 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 District files its response.

V. Decision Maker on Appeal

Appeals shall be decided in final and binding manner, by a two-step process.

In the first step, there shall be a four member labor-management panel consisting of two administrators appointed by the Superintendent and two teachers chosen by the Association president which shall meet within 10 days of the filing of the appeal. Both the Superintendent and Association president shall appoint an alternate as well, and the evaluating administrator may not serve on the panel. The panel shall render its written recommendation within two (2) days of their meeting to the Superintendent to approve or deny the appeal based upon information submitted. The recommendation of the committee shall be confidential and will not be disclosed to any third party except as required by law without a court order.

It is the intention of the Association and the Superintendent that the Association representatives shall be drawn from the Peer Mentors list. Association members who agree to serve as representatives to this panel shall receive enhanced training by the District in the rubric and APPR process.

VI. Final Determination of Appeal

The committee shall make a recommendation to the Superintendent to approve or deny the appeal based upon the information submitted. The Superintendent may request a meeting for further clarification. A written decision on the merits of the appeal shall be rendered no later than 30 days from the date upon which the teacher delivered his or her appeal unless a meeting is required for questions of clarification. The decision shall be delivered no later than 10 days from said meeting. In any event, the decision on the

appeal will be timely and expeditious in compliance with Education Law 3012-c

The appeal shall be based on the written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and any additional documentary evidence submitted with such papers. Such an appeal shall be final and binding on both parties. The Superintendent's final decision shall be delivered no later than 10 business days from the receipt of the panel's recommendation unless the Superintendent requires a meeting for further clarification.

The appeals process may only culminate with the following outcomes:

- (1) evaluation rating revised;
- (2) evaluation overturned and re-evaluation required;
- (3) new evaluation ordered with a new evaluator;
- (4) change the terms of a TIP;
- (5) maintenance of rating.

The Superintendent will provide a written statement based on the issues raised in the teacher's appeal outlining the rationale of his/her final decision and the factual basis for such determination. If a teacher's rating is to be revised in accordance with items 1 – 4 from above, the final determination will specify the remedy along with a rationale and timeline for implementation, taking into account the timing of their decision.

VII. Appeal Procedures

The presentation or consideration of any such information presented by a teacher shall not prejudice the position the teacher, Association, or District may take in a Section 3020-a hearing.

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

The 3012-c appeals procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to an Annual Professional Performance Review and/ or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/ or improvement plan. As an exception to this paragraph, a teacher who takes advantage of the appeals process described herein does not waive his/ her rights to submit a written rebuttal to the final evaluation. A teacher who elects to submit a written rebuttal to his/ her evaluation must do so within 10 days upon receipt of the decision.

While the APPR shall be a "significant factor" in tenure and other employment decisions, nothing herein requires an appeal be exhausted before a tenure determination can be made. In addition, appeal procedures shall not cause a teacher to acquire tenure by estoppel when an evaluation appeal is pending.

In accordance with the law, for purposes of disciplinary proceedings under Education Law 3020-a, a "pattern" of ineffective teaching or performance shall be defined as two consecutive annual ineffective ratings received by a teacher through the APPR process. In accordance with regulatory language, Education Law 3012-c and 30-2.11 of the Rules of the Board Regents each provide that nothing therein shall be construed to alter or diminish the authority of the governing body of a school district or BOCES to grant or deny tenure or to terminate probationary teachers or principals during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's or principal's performance that is the subject of the appeal.

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

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

Training of Evaluators

Any administrator or supervisor who participates in the evaluation of teachers for the purposes of determining an APPR rating shall be fully trained and/or certified as required by Education Law 3012-c and the implementing regulations of the Commissioner of

Education prior to conducting such evaluation. The district will strive to provide consistency in methods, forms and procedures used by administrators, making grade/building level variations when educationally warranted. Such training shall ensure that lead evaluators maintain inter-rater reliability over time. Principals will be trained and held accountable to the ISLLC 2008 standards.

All evaluators have received more 15 hours of training on the Danielson 2007 rubric through Erie 2 BOCES to refine evidence alignment to the rubric. Evaluators will attend regional trainings to ensure inter rater reliability through discussion of ASCD video lessons and collegial dialogues. Monthly administrative cabinet meetings will offer continuous opportunities to discuss lessons observed, supporting evidence and alignment to rubric to provide the consistency required. Evaluators will be recertified on an annual basis through regional workshops offered by Erie 2 BOCES.

Designation of Lead Evaluator

Each September, each teacher will be notified of the Lead Evaluator for the school year. The District Administrator at the lowest level possible shall be the evaluator of a classroom teacher and is responsible for a teacher's evaluation and signs the summative APPR. Full time teachers who are shared between buildings are still subject to the above process. However, one Administrator will be designated as their Lead Evaluator. Teachers will be notified of their Lead Evaluator each September. Observations may occur in any of their assigned buildings.

The East Aurora Union Free School will cover the nine elements of 30-2.9b of the rules and regulations as delineated in task 6.5 below.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Tuesday, May 27, 2014

Page 1

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

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

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

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

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

K-4
5-8
9-12

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

Please check the boxes below:

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

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

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

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

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

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, required if one exists

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	State assessment	Grades 3 and 4 ELA and Math Assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The principal and teachers, using relevant baseline data, will establish individual growth targets for grade 3 students. The Superintendent will review and approve such targets. Based on the overall percentage of students who meet or exceed their growth targets, a corresponding score and HEDI rating will be assigned to the principal. The final HEDI score will be determined by proportionately weighting the 4th grade state provided growth score with the third grade SLO HEDI score based upon the number of students in each measure.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Highly Effective (18 - 20 points) See attached chart in 7.3
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective (9 - 17 points) See attached chart in 7.3
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing (3 - 8 points) See attached chart in 7.3

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

Ineffective (0 - 2 points) See attached chart in 7.3

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

assets/survey-uploads/12156/697652-lha0DogRNw/Principal HEDI task 7.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, July 07, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	AIMSweb
5-8	(a) achievement on State assessments	Grades 5-8 ELA and Math State Assessments
9-12	(f) % of students with advanced Regents or honors	NYS Regents Assessments: All Regents offered in the building

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.	In grades K-4 the building principal's achievement score will be based on taking the average of the summative Aims Web 3rd grade math assessment. Based on this average the principal will receive a score on a scale of 0-20. The principal will receive a score of 0-15 when Value Added is implemented. Achievement for the building principal in grades 5-8 will be determined by NYSED testing results in those grades. The middle school principal will receive a score based on the percentage of students scoring 3 or higher. The HS building principal will receive a HEDI score based on the percentage of students receiving a regents diploma with advanced designation. The district's goal is 70% of students will receive a regents diploma with advanced designation.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (14 - 15 points) See attached chart in 8.1

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (8- 13 points) See attached chart in 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 7 points) See attached chart in 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) See attached chart in 8.1

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

(No response)

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

assets/survey-uploads/12190/697653-qBFVOWF7fC/Principal HEDI Task 8.docx

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school

with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	AIMS Web

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.	In grades K-4, the building principal's achievement score will be based on taking the average of the summative Aims Web 3rd grade math assessment. (note that this measure will be applied in the event the building pricipal does not meet the 30% rule). Based on this average the principal will receive a score on a scale of 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18 - 20 points) See attached chart in 8.2
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9- 17 points) See attached chart in 8.2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 8 points)See attached chart in 8.2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) See attached chart in 8.2

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

(No response)

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

assets/survey-uploads/5366/173688-T8MIGWUVm1/HEDI Local Admin 12-27-12 8.2.pdf

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

Multiple measures will be weighted proportionally based on student population to determine a final score. Normal Rounding Rules will apply.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
8.5) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	(No response)

8.5) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. (No response)

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, July 31, 2014

Page 1

9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The principal’s knowledge, understanding and skill development for each of the ISLLC standards and domains of the Multidimensional Principal Performance Rubric will be evaluated using the process outlined in the EAUFSD APPR plan for administrators.(see attached document)

Each of the 3 elements will provide points toward the overall 60 points for this component:

Element A: (35 points) Supervisory Visit based on MPPR rubric . Each of the 6 standard's subcomponents will be assigned points from a score of 0-3. There are 18 subcomponents which results in a total possible score of 54 points. The resulting total score will be then divided by 54 and multiplied by 35. This will then result in the principal's final score for element A.

Element B: (5 points) Principal Self- Appraisal: Principals will execute a self-appraisal using the MPPR Rubric.

Points will be assigned on a scale of 0-5 with (0 being not completed and in the ineffective range) a score of 1 is an ineffective effort.

Scores of 4 and 5 (exceeding expectations) are highly effective for completing the required reflection.

Element C: (20 points) Each subcomponent of standard two will receive a score from 0-2.0 for a total maximum score of 10 points.

Each subcomponent of standard three will receive a score from 0-2.5 for a total maximum score of 10 points. The principal can receive a maximum score of 20 points for Element C.

In the event that a single subcomponent is scored multiple times, an average will be determined and applied to the individual subcomponent.

Normal rounding rules will apply , however in no case will rounding cause a principal's score to move from one HEDI band to another .

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

assets/survey-uploads/12205/697654-pMADJ4gk6R/Task 9.7 a revised.docx

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

Highly Effective: Overall performance and results exceed standards.	Highly Effective: Overall performance and results exceed standards.
Effective: Overall performance and results meet standards.	Effective: Overall performance and results meet standards.

Developing: Overall performance and results need improvement in order to meet standards.	Developing: Overall performance and results need improvement in order to meet standards.
Ineffective: Overall performance and results do not meet standards.	Ineffective: Overall performance and results do not meet standards.

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	0
Enter Total	2

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Monday, March 10, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Wednesday, April 02, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/173696-Df0w3Xx5v6/Principal Improvement Plan Form.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Principal's Appeal Process

A. A principal who receives a "Developing" or "Ineffective" rating on his/her APPR shall be entitled to appeal this rating. This appeal must be in written form and submitted to the Superintendent of Schools who has been trained in accordance with the requirements of the statute and regulation. An evaluation shall not be placed in a principal's personnel file until either the expiration of a thirty (30) business day period during which an appeal could be filed by the principal or the conclusion of the appeal process described herein, whichever is later.

B. The principal must submit a written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan. The district, upon written request, should provide any additional written documents or materials relevant to the appeal for the same. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. These concerns are limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law:

- Substance of evaluation
- Adherence to standards and methods
- Adherence to Commissioner's Regulation
- Compliance with negotiated procedure
- Issuance and/or compliance with terms of an improvement plan

C. A principal may not file more than one appeal on the same evaluation.

D. The burden shall be on the principal appealing a rating of Developing or Ineffective.

E. An appeal must be filed in writing within thirty (30) calendar days of the presentation of the document (yearly evaluation and/or improvement plan) to the principal or the right to appeal shall be deemed as waived in all regards.

F. An Appeal Panel will consist of: School Business Administrator
Building Level Principal of the Appellant's Choice
Director of Curriculum, Instruction & Personnel/CIO

G. The Superintendent will respond to the appeal with a written response acknowledging the appeal and directing further administrative action. This correspondence should be made within fifteen (15) business days of the receipt of the appeal. The response should include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal.

H. The Appeal Panel and appellant will meet within ten (10) business days of the written response to review the appeal and either modify the principal evaluation rating or deny the appeal. The appeal hearing shall be conducted in no more than one business day unless extenuating circumstances are present and all parties agree to a second day. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.

I. The principal shall have the opportunity to present his/her case which may include the representation of witnesses and/or affidavits in lieu of testimony. Following this the school district may refute the presentation. If the school district does present a case, the principal will have the right to present a rebuttal case.

J. A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. The decision shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer may set aside or modify a rating. A copy of the decision shall be provided to the principal, the Superintendent and all members of the Appeal Panel.

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

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

Training and Certification of Lead Evaluators and Evaluators

As the sole evaluator of principals in the East Aurora Union Free School District, the Superintendent will be properly trained in the

nine elements identified, completing training through the Erie 2 BOCES and NYSCOSS, which will consist of 3 full-day trainings and shorter workshops throughout the year. Due to there being one sole evaluator of principals, inter-rater reliability is not an issue. However, regular interactive review and analysis of professional evidence within Multi-Dimensional Professional Practice Rubric (MPPR) will take place for the professional growth of the Superintendent and the administrative team.

All documentation of training and development activities will be kept on file. Upon gathering ample documentation that the Superintendent has been properly trained, the Superintendent will recommend to the Board of Education that he be certified to conduct principal evaluations. The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for the Superintendent to be recertified each year.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, July 31, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/697657-3Uqgn5g9Iu/APPR Certification 2013-14_1.pdf](#)

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.
Please save your file types as .doc, .ppt or .xls respectively before uploading.

HEDI Scoring Bands for Student Growth with Value-Added Measure

25 Point Conversion Table

INEFFECTIVE Results are well-below state average for similar students (or District goals if no state test)		DEVELOPING Results are below state average for similar students (or District goals if no state test)		EFFECTIVE Results meet state average for similar students (or District goals if no state test)		HIGHLY EFFECTIVE Results are well-above state average for similar students (or District goals if no state test)	
0	0	3	3	10	9	22	18
1	1	4	4	11	10	23	19
2	2	5	5	12	11	24	20
		6	6	13	12	25	20
		7	7	14	13		
		8	8	15	14		
		9	8	16	15		
				17	15		
				18	16		
				19	16		
				20	17		
		21	17				

HEDI Scoring Bands for Student Growth

20 Point Table

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE Results are well-below state average for similar students (or District goals if no state test)		DEVELOPING Results are below state average for similar students (or District goals if no state test)		EFFECTIVE Results meet state average for similar students (or District goals if no state test)		HIGHLY EFFECTIVE Results are well-above state average for similar students (or District goals if no state test)	
0	≤ 14%	3	41%-44%	9	61%-63%	18	81%-85%
1	15-27%	4	45%-48%	10	64%-66%	19	86%-90%
2	28-40%	5	49%-51%	11	67%-68%	20	>90%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%-72%		
		8	58%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

EAST AURORA UNION FREE SCHOOL DISTRICT
APPR PLAN TASK 3.3

HEDI Bands for Scoring Local Measures of Achievement

Table 1

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
0	≤14%	3	41%-44%	9	61%-63%	18	81%-85%
1	15-27%	4	45%-48%	10	64%-66%	19	86%-90%
2	28-40%	5	49%-51%	11	67%-68%	20	>90%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%-72%		
		8	58%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

If there is an approved value added measure of student growth use table 2

Table 2

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
0	≤14%	3	41%-45%	8	61%-64%	14	81%-90%
1	15-27%	4	46%-48%	9	65%-66%	15	>90%
2	28-40%	5	49%-52%	10	67%-69%		
		6	53%-56%	11	70%-72%		
		7	57%-60%	12	73%-76%		
				13	77%-80%		

EAST AURORA UNION FREE SCHOOL DISTRICT
APPR TASK 3

Table 2
20 Point Table

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE Results are well-below state average for similar students (or District goals if no state test)		DEVELOPING Results are below state average for similar students (or District goals if no state test)		EFFECTIVE Results meet state average for similar students (or District goals if no state test)		HIGHLY EFFECTIVE Results are well-above state average for similar students (or District goals if no state test)	
0	≤ 14%	3	41%-44%	9	61%-63%	18	81%-85%
1	15-27%	4	45%-48%	10	64%-66%	19	86%-90%
2	28-40%	5	49%-51%	11	67%-68%	20	>90%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%-72%		
		8	58%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

Ratings round to the nearest whole number as standard rounding rules apply.

Process for Calculating Local Measures

Student averages of scores will be used for the student scores, and shall be computed by tallying the final scores of each student and dividing that tally by the number of students who took the assessment and were eligible for credit in that class.

APPENDIX L: Conversion Chart for Teacher Evaluation of “Other Measures”

Assessment of Teacher Effectiveness	
Domain Scores	Weighting
Domain I Planning and Preparation	20% =
Domain II The Classroom Environment	20% =
	10% =
Domain III Instruction	20% =
	10% =
Domain IV Professional Responsibilities	20% =
Subtotal	
<i>Divided by the number of Domains/ Evidence</i>	
Final Score	
HEDI Rating	
Sub-Component Score(use conversion chart)	

Other Measures of Teacher Effectiveness: Rubric Score to Sub-Component Conversion Chart

Ineffective 0-49		Developing 50-56		Effective 57-58		Highly Effective 59-60	
Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion
1.000	0	1.5	50	2.5	57	3.5	59
1.008	1	1.6	50.7	2.6	57.2	3.6	59.3
1.017	2	1.7	51.4	2.7	57.4	3.7	59.5
1.025	3	1.8	52.1	2.8	57.6	3.8	59.8
1.033	4	1.9	52.8	2.9	57.8	3.9	60
1.042	5	2	53.5	3	58	4	60.25 (round to 60)
1.050	6	2.1	54.2	3.1	58.2		
1.058	7	2.2	54.9	3.2	58.4		
1.067	8	2.3	55.6	3.3	58.6		
1.075	9	2.4	56.3	3.4	58.8		
1.083	10						
1.092	11						
1.100	12						
1.108	13						
1.115	14						
1.123	15						
1.131	16						
1.138	17						
1.146	18						
1.154	19						
1.162	20						
1.169	21						
1.177	22						
1.185	23						
1.192	24						
1.200	25						
1.208	26						
1.217	27						
1.225	28						
1.233	29						

1.242	30		
1.250	31		
1.258	32		
1.267	33		
1.275	34		
1.283	35		
1.292	36		
1.300	37		
1.308	38		
1.317	39		
1.325	40		
1.333	41		
1.342	42		
1.350	43		
1.358	44		
1.367	45		
1.375	46		
1.383	47		
1.392	48		
1.400	49		

Teacher Improvement Plan (TIP)

Name of Teacher: _____

Participants in formulation of this TIP:

Teacher Improvement Plan (TIP)				
Area(s) in Need of Improvement	The performance goals, expectations, benchmarks, standards	Timeline(s)	Measurement and Assessment of Improvement	Professional Support

This plan will begin on: _____

The parties to this agreement will meet on the following dates to review and evaluate the plan and formulate modifications if necessary.

Any changes or modifications of the plan must be in writing and will be appended to this document.

Teacher Signature _____

Date: _____

Principal Signature _____

Date: _____

Principal HEDI Scoring Bands for SLO Growth

Targets for SLOs shall be approved by the Superintendent of Schools. Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for the SLO is established, the scoring bands listed below will be utilized to determine the number of points assigned to principals:

20 Point Conversion Table

0 - 40%		41 - 60 %		61 - 75%		76 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
0	≤14%	3	41%-45%	9	61%-63%	18	76%-80%
1	15-27%	4	46%-48%	10	64%-66%	19	81%-85%
2	28-40%	5	49%-51%	11	67%-68%	20	>85%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%		
		8	58%-60%	14	72%		
				15	73%		
				16	74%		
				17	75%		

Principal Achievement Ratings

Task 8

Principal HEDI Scoring Bands for Local Measures of Achievement

Targets for locally selected measures shall be approved by the Superintendent of Schools. Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the local measure is established, the scoring bands listed below will be utilized to determine the number of points assigned to principals:

20 Point Conversion Table

0 - 40%		41 - 60 %		61 - 75%		76 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
0	≤14%	3	41%-45%	9	61%-63%	18	76%-80%
1	15-27%	4	46%-48%	10	64%-66%	19	81%-85%
2	28-40%	5	49%-51%	11	67%-68%	20	>85%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%		
		8	58%-60%	14	72%		
				15	73%		
				16	74%		
				17	75%		

15 Point Conversion Table

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
0	≤14%	3	41%-45%	8	61%-64%	14	81%-90%
1	15-27%	4	46%-48%	9	65%-66%	15	>90%
2	28-40%	5	49%-52%	10	67%-69%		
		6	53%-56%	11	70%-72%		
		7	57%-60%	12	73%-76%		
				13	77%-80%		

HEDI Scoring Bands for Local Measures of Achievement

20 Point Conversion Table

0 - 40%		41 - 60 %		61 - 75%		76 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
0	≤14%	3	41%-45%	9	61%-63%	18	76%-80%
1	15-27%	4	46%-48%	10	64%-66%	19	81%-85%
2	28-40%	5	49%-51%	11	67%-68%	20	>85%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%		
		8	58%-60%	14	72%		
				15	73%		
				16	74%		
				17	75%		

Component Three: Other Measures of Principal Effectiveness

The District shall assess principals under this component as required per 30-2.5(d) of the Commissioner's regulations. This subcomponent score shall be based on multiple measures and aligned with the ISLLC 2008 Standards.

The District shall use the approved principal rubric entitled *Multidimensional Principal Performance Rubric*.

Superintendent's Broad Assessment of Principal's Leadership and Management Actions
(60 points in total)

Element A Supervisory Visits – Appendix E APPR Conferences (Value: 35 of the total 60 points)

Description of Element: The Superintendent will conduct a minimum of two supervisory building visits for each probationary and tenured principal, with one visit being a minimum of thirty minutes and one unannounced visit. Each supervisory visitation will include building/classroom walk-throughs and/or a discussion regarding school leadership and management efforts and initiatives.

During the month of January, the Superintendent and the building principal will meet to review status/progress of goals as well as areas of professional growth, building management, and topics pertinent to the principal's professional development.

By end of the school year the Superintendent and building principal will meet for the purposes of an Annual Professional Performance Review conference. The Superintendent and the principal may refer to the principal's goals during this conference. The conference will involve a review of the principal's strengths and areas for improvement as well as the principal's self-evaluation using the *Multidimensional Principal Performance Rubric*.

The APPR conference will be evaluated according to the *Multidimensional Principal Performance Rubric*. After the conference has taken place, the Superintendent will write a narrative account of the meeting that will address the principal's growth and strength in each of the APPR leadership categories.

Element B Principal Self- Appraisal

Description: Principals will execute a self- appraisal. Principals will then receive a score from 0-5 based upon their effectiveness in completing their reflection. The Superintendent will determine the final rating of the self evaluation.

Point Value	Description
0	The Principal did not complete required reflection Ineffective
1	Principal demonstrated an ineffective effort in completing required reflection
2	Principal demonstrated a developing effort in completing required reflection
3	Principal demonstrated an effective effort in completing required reflection
4	Principal demonstrated a highly effective effort in completing required reflection
5	Principal exceeded expectations for completing required reflection highly effective

(Value: 0-5 points of the total 60 points)

Element C (Value: 20 points of the total 60 points (10 each x 2))

Description: The principal will receive a score based on **Standard Two** of the MPPR. Each subcomponent of **Standard Two** will receive a score based on a scale of 0-2 (see below) for a total possible score of 10 points.

Point Value	Description
0	The Principal is ineffective in this subcomponent
1	The Principal is developing in this subcomponent
1.5	The Principal is effective in this subcomponent
2	The Principal is highly effective in this subcomponent

(Value 0-10 points)

Description: The principal will receive a score based on **Standard Three** of the MPPR. Each subcomponent of **Standard Three** will receive a score based on a scale of 0-2.5 (see chart below) for a total possible score of 10 points.

Point Value	Description
0	The Principal is ineffective in this subcomponent
1	The Principal is developing in this subcomponent
2	The Principal is effective in this subcomponent
2.5	The Principal is highly effective in this subcomponent

(Value 0-10 points)

East Aurora Union Free School District

**Principal Annual Professional Performance
Review - Scoring and Ratings**

The Legislation requires the Regents to prescribe the scoring ranges for each of the following rating categories: Highly Effective, Effective, Developing and Ineffective (HEDI).

Level	Growth of New York State Assessments in ELA and Math	Local Assessment growth or achievement	Other Measures of Principal Effectiveness
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 of student learning standards for grade/subject	Overall performance and results are well below ISLLC 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 of student learning standards for grade/subject	Overall performance and results need improvement in order to meet ISLLC 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 of student learning standards for grade/subject	Overall performance and results meet ISLLC standards
Highly Effective	Results are well-above state average for similar students or district goals if no state test	Results exceed District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject	Overall performance and results exceed ISLLC standards

Scoring Ranges:

The NYSED Commissioner will review specific scoring ranges annually before the start of each school year and recommend any changes to the Board of Regents.

For Principals for whom there is no approved Value-Added Measure of Student Growth

Level	Measures of Student Growth (20)	Local Measures of Student Achievement (20)	Other Measures of Principal Effectiveness	Overall Composite Score
Ineffective	(0-2)	(0-2)	(0-49)	(0-64)
Developing	(3-8)	(3-8)	(50-56)	(65-74)
Effective	(9-17)	(9-17)	(57-58)	(75-90)
Highly Effective	(18-20)	(18-20)	(59-60)	(91-100)

Scoring Ranges:

Commissioner will review specific scoring ranges annually before the start of each school year and recommend any changes to Board of Regents.

For Principals for whom there is an approved Value-Added Measure of Student Growth

Level	Measures of Student Growth (25)	Local Measures of Student Achievement (15)	Other Measures of Principal Effectiveness	Overall Composite Score
Ineffective	(0-2)	(0-2)	(0-49)	(0-64)
Developing	(3-9)	(3-7)	(50-56)	(65-74)
Effective	(10-21)	(8-13)	(57-58)	(75-90)
Highly Effective	(22-25)	(14-15)	(59-60)	(91-100)

Appendix H

**East Aurora Union Free School District
Principal Annual Professional Performance Review Summary Form**

Principal's Name _____

School _____

School Year _____

Superintendent _____

Visit Dates _____

Date of Evaluation Conference _____

Evaluation Component	Point Range	Points Earned	HEDI Score	Comments
State Student Achievement Growth Percentile Score	0 – 20 (GM) 0 – 25 (VA)			
Locally selected measures of student achievement score	0 – 20 (GM) 0 – 15 (VA)			
Other measures of performance: 1. Supervisor's Assessment of Principal's Leadership and Management 2. Self-Appraisal 3. Element C	0 – 35 0 – 5 0 – 20			
Total Other measures of performance	0 – 60			
Overall Total Points	0 - 100			

Overall Composite Effectiveness Score Ranges for Determining Final Rating:

APPR Overall Rating (HEDI): _____

CATEGORIES	Points on Student Growth/State Assessments	Points on Locally Selected Measures	Points derived from Other Measures	Composite Score
Ineffective	0 – 2	0 – 2	0 - 49	0 – 64
Developing	3 – 8	3 – 8	50 - 56	65 – 74
Effective	9 -17	9 – 17	57 - 58	75 – 90
Highly Effective	18 – 20	18 – 20	59 - 60	91 – 100
TOTAL POSSIBLE	20	20	60	100

Superintendent’s signature

Date

Principal’s signature

Date

Appendix E

**East Aurora Union Free School District
Supervisory Visits
Element A**

PRINCIPAL: _____

SCHOOL YEAR: _____ **DATE:** _____

For Component Three of the APPR, the Superintendent of Schools will reference the ISLLC 2008 Standards while evaluating a building principal via the Multidimensional Principal Performance Rubric.

The following record sheets may be used to document and share evidence/comments regarding the principal's performance as applied to the ISLLC 2008 Standards.

Supervisors Assessment of Principal's Leadership and Management Rubric

Point Value	Description
0	The Principal is ineffective in this subcomponent
1	The Principal is developing in this subcomponent
2	The Principal is effective in this subcomponent
3	The Principal is highly effective in this subcomponent

Element A: (35 points) Supervisory Visit based on MPPR rubric . Each of the 6 standard's subcomponents will be assigned points from a score of 0-3. There are 18 subcomponents which results in a total possible score of 54 points. The resulting total score will be then divided by 54 and multiplied by 35. This will then result in the principal's final score for element A.

Appendix F

**East Aurora Union Free School District
Principal's Leadership and Management
Principal Self-Appraisal Form
Element B**

PRINCIPAL _____

SCHOOL YEAR _____ **DATE** _____

Point Value	Description
0	The Principal did not complete required reflection
1	Principal demonstrated an ineffective effort in completing required reflection
2	Principal demonstrated a developing effort in completing required reflection
3	Principal demonstrated an effective effort in completing required reflection
4	Principal demonstrated a highly effective effort in completing required reflection
5	Principal exceeded expectations for completing required reflection

Score: _____

East Aurora Union Free School District Principal Improvement Plan Form

NAME _____

SCHOOL BUILDING/POSITION _____

ACADEMIC YEAR _____

Deficiency that promulgated the “developing” or “ineffective” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion: _____

Required and Accessible Resources (including responsibility for provision):

Date(s) for formative evaluation on progress (lead evaluator and principal will initial each date to confirm the meeting):

December: _____

March: _____

Other if needed: _____

Evidence of Goal Achievement:

Superintendent's or designee's signature

Date

Principal's signature

Date

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Bruce D. [Signature] 7/30/14

Teachers Union President Signature: Date:

[Signature] 7/31/14

Administrative Union President Signature: Date:

[Signature] 7/31/14

Board of Education President Signature: Date:

[Signature] 7/31/14