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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December 31, 2014

Revised

Dr. Donna J. DeSiato, Superintendent
East Syracuse-Minoa Central School District
407 Fremont Road
East Syracuse, NY 13057

Dear Superintendent DeSiato:

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: J. Francis Manning

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Wednesday, July 23, 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 : 420401060000

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

420401060000

1.2) School District Name: EAST SYRACUSE-MINOA CSD

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

EAST SYRACUSE-MINOA CSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Thursday, December 18, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	East Syracuse Minoa CSD created Kindergarten ELA Reading Record, Writing Task with Rubric Assessment
1	District, regional, or BOCES-developed assessment	East Syracuse Minoa CSD created Grade 1 ELA Reading Record, Writing Task with Rubric Assessment
2	District, regional, or BOCES-developed assessment	East Syracuse Minoa CSD created Grade 2 ELA Reading Record, Writing Task with Rubric Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The individual student learning target will be for students to demonstrate one or more year's growth on the reading record and achieve their growth target as measured by the East Syracuse Minoa CSD-created writing rubric assessment. The teacher sets the individual targets with District guidance and with principal approval. HEDI points are assigned based on the percentage of students reaching or exceeding their target. The same process will be used for Grade 3 using the New York State

	Grade 3 ELA assessment. See attachment @ 2.11 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students will have achieved their growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	61-89% of students will have achieved their growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	26-60% of students will have achieved their growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-25% of students will have achieved their growth target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	East Syracuse Minoa CSD created Kindergarten math assessment
1	District, regional, or BOCES-developed assessment	East Syracuse Minoa CSD created Grade 1 math assessment
2	District, regional, or BOCES-developed assessment	East Syracuse Minoa CSD created Grade 2 math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The individual student learning target will be for students to demonstrate their growth target as measured by the East Syracuse Minoa CSD-created grade level assessment. The teacher sets the individual targets with District guidance and with principal approval. The same process will be used for Grade 3 using the New York State Grade 3 math assessment. HEDI points are assigned based on the percentage of students reaching or exceeding their target. See attachment @ 2.11 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students will have achieved their growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	61-89% of students will have achieved their growth target.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	26-60% of students will have achieved their growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-25% of students will have achieved their growth target.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	East Syracuse Minoa CSD created Grade 6 science assessment
7	District, regional or BOCES-developed assessment	East Syracuse Minoa CSD created Grade 7 science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The individual student learning target will be for students to demonstrate the achievement of their growth target as measured by the East Syracuse Minoa CSD created grade level assessment or the New York State 8th grade science assessment. The teacher sets the growth target using district guidance with principal approval. HEDI points are assigned based on the percentage of students reaching or exceeding their target. See attachment @ 2.11 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students will have achieved their growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	61-89% of students will have achieved their growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	26-60% of students will have achieved their growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-25% of students will have achieved their growth target.

2.5) Grades 6-8 Social Studies

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

Social Studies	Assessment

6	District, regional or BOCES-developed assessment	East Syracuse Minoa CSD created Grade 6 social studies assessment
7	District, regional or BOCES-developed assessment	East Syracuse Minoa CSD created Grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	East Syracuse Minoa CSD created Grade 8 social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The individual student learning target will be for students to demonstrate the achievement of their growth target as measured by the East Syracuse Minoa CSD created grade level assessment. The teacher sets the learning target using District guidance with principal approval. HEDI points are assigned based on the percentages of students who meet or exceed their target. See attachment @ 2.11 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students will have achieved their growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	61-89% of students will have achieved their growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	26-60% of students will have achieved their growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-25% of students will have achieved their growth target.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	East Syracuse Minoa CSD created Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The individual student learning target will be for students to demonstrate the achievement of their growth target as measured by the East Syracuse Minoa CSD created assessment OR Regents assessment. The teacher sets the growth target with District guidance and principal approval. HEDI points are assigned based on the percentage of students who meet or exceed their target. See attachment @ 2.11 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students will have achieved their growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	61-89% of students will have achieved their growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	26-60% of students will have achieved their growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-25% of students will have achieved their growth target.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The individual student learning target will be for students to demonstrate the achievement of their growth target as measured by the Regents assessments. Teachers set the targets with District guidance and principal approval. HEDI points are assigned based on the percentage of students meeting or exceeding their target. See attachment @ 2.11 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students will have achieved their growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	61-89% of students will have achieved their growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	26-60% of students will have achieved their growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-25% of students will have achieved their growth target.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The individual student learning target will be for students to demonstrate their achievement of their growth target as measured by the Regents exam. Teachers set these targets with District guidance and approval by the principal. HEDI points are assigned based on the percentage of students who meet or exceed their targets. Algebra 1 teachers will be using the higher score of the Regents Integrated Algebra or Common Core Algebra Regents assessment. Geometry teachers will be using the higher score of the Regents Geometry assessment or Common Core Geometry assessment. See attachment @ 2.11 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students will have achieved their growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	61-89% of students will have achieved their growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	26-60% of students will have achieved their growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-25% of students will have achieved their growth target.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	East Syracuse Minoa CSD created Grade 9 ELA assessment

Grade 10 ELA	District, regional or BOCES-developed assessment	East Syracuse Minoa CSD created Grade 10 ELA assessment
Grade 11 ELA	Regents assessment	Common Core English Regents assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The individual student learning target will be for students to demonstrate their achievement of their growth target as measured by the East Syracuse Minoa CSD created assessment for grades 9 and 10 OR the Regents examfor grade 11. Teachers set the targets with District guidance and principal approval. HEDI points are assigned based on the percentage of students who meet or exceed their target. See attachment @ 2.11 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students will have achieved their growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	61-89% of students will have achieved their growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	26-60% of students will have achieved their growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-25% of students will have achieved their growth target.

2.10) All Other Courses

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

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

Course(s) or Subject(s)	Option	Assessment
all other courses not named above	District, Regional or BOCES-developed	East Syracuse Minoa CSD created course specific assessment
4-8 ELA and math	State Assessment	4-8 State ELA and math assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The individual student learning target will be for students to demonstrate their achievement of their growth target as measured by the East Syracuse Minoa CSD created assessment. Teachers set the target with District guidance and principal approval. Grade 4-8 teachers of ELA and/or math will have back-up Student Learning Objectives approved by the principal. HEDI points are assigned based on the percentage of students who meet or exceed their targets. See attachment @ 2.11 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students will have achieved their growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	61-89% of students will have achieved their growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	26-60% of students will have achieved their growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-25% of students will have achieved their growth target.

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

(No response)

2.11) HEDI Tables or Graphics

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

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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.

Not applicable.

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)
If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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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	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 4 Opinion Writing Task with rubric assessment
5	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 5 Opinion Writing Task with rubric assessment
6	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 6 Argumentative Writing Task with rubric assessment
7	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 7 Argumentative Writing Task with rubric assessment
8	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 8 Argumentative Writing Task with rubric assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The individual local achievement target is for students to demonstrate academic achievement as measured on the East Syracuse Minoa CSD created persuasive writing task rubric assessment. The teacher uses District guidance to set targets with principal approval. HEDI points are assigned based on the

	percentage of students meeting or exceeding their targets. See attachment @ 3.3 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students will have achieved their local achievement target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-89% of students will have achieved their local achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-60% of students will have achieved their local achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students will have achieved their local achievement target.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 4 Numeracy and Fractions Assessment
5	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 5 Fractions Assessment
6	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 6 Fractions Assessment
7	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 7 Fractions Assessment
8	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 8 Functions & Algebraic Thinking Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The individual local achievement target is for students to demonstrate the achievement of their learning target as measured by the East Syracuse Minoa CSD created grade specific math assessment. Teachers use District guidance to set the individual targets with principal approval. HEDI points are assigned based on the percentage of students who meet or exceed their target. See attachment @ 3.3 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students will have achieved their local achievement target.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-89% of students will have achieved their local achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-60% of students will have achieved their local achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students will have achieved their local achievement target.

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.

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State,

State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Kindergarten literacy assessment
1	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 1 Opinion Writing Task with rubric assessment
2	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 2 Opinion Writing Task with rubric assessment
3	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 3 Opinion Writing Task with rubric assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The individual local achievement target is for students to demonstrate achievement as measured on the East Syracuse Minoa CSD created persuasive writing task rubric assessment or District created kindergarten literacy assessment. The teacher sets the individual targets using District guidance with principal approval. HEDI points are assigned based on the percentage of students who meet or exceed their targets. See attachment @ 3.13 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students will have achieved their local achievement target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-89% of students will have achieved their local achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-60% of students will have achieved their local achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	0-25% of students will have achieved their local achievement target.

grade/subject.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Kindergarten Numeracy Assessment
1	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 1 Numeracy Assessment
2	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 2 Numeracy Assessment
3	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 3 Numeracy Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The individual local achievement target is for students to demonstrate the achievement of their learning target as measured by the East Syracuse Minoa CSD created grade specific math assessment. Teachers set the individual targets using District guidance with principal approval. HEDI points are assigned based on the percentage of students who meet or exceed their targets. See attachment @ 3.13 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students will have achieved their local achievement target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-89% of students will have achieved their local achievement target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	26-60% of students will have achieved their local achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students will have achieved their local achievement target.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 6 science assessment
7	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 7 science assessment
8	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 8 science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The individual local achievement target is for students to demonstrate the achievement of their target as measured by the East Syracuse Minoa CSD created grade specific science assessment. Teachers set the targets using District guidance with principal approval. HEDI points are assigned based on the percentage of students who meet or exceed their targets. See attachment @ 3.13 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students will have achieved their local achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-89% of students will have achieved their local achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-60% of students will have achieved their local achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students will have achieved their local achievement target.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 6 social studies assessment
7	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 7 social studies assessment
8	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created 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.	The individual local achievement target is for students to demonstrate the achievement of their target as measured by the East Syracuse Minoa CSD created grade specific social studies assessment. Teachers set the targets using District guidance with principal approval. HEDI points are assigned based on the percentage of students who meet or exceed their targets. See attachment @ 3.13 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students will have achieved their local achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-89% of students will have achieved their local achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-60% of students will have achieved their local achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students will have achieved their local achievement target.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Global 1 assessment
Global 2	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Global 2 assessment
American History	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created American History 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	The individual local achievement target is for students to demonstrate the achievement of their target as measured by the

subcomponent. If needed, you may upload a table or graphic at 3.13, below.	East Syracuse Minoa CSD created course specific social studies assessment. Teachers set the individual target using District guidance with principal approval. HEDI points are assigned based on the percentage of students who meet or exceed their targets. See attachment @ 3.13 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students will have achieved their local achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-89% of students will have achieved their local achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-60% of students will have achieved their local achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students will have achieved their local achievement target.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Living Environment assessment
Earth Science	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Earth Science assessment
Chemistry	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Chemistry assessment
Physics	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created 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.	The individual local achievement target is for students to demonstrate the achievement of their target as measured by the East Syracuse Minoa CSD created course specific science assessment. Teachers set the targets using District guidance with principal approval. HEDI points are assigned based on the percentage of students who meet or exceed their targets. See attachment @ 3.13 to describe the assignment of HEDI categories for this subcomponent.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students will have achieved their local achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-89% of students will have achieved their local achievement target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-60% of students will have achieved their local achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students will have achieved their local achievement target.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Algebra 1 assessment
Geometry	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Geometry assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Algebra 2 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, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The individual local achievement target is for students to demonstrate the achievement of their target as measured by the East Syracuse Minoa CSD created grade specific math assessment. Teachers set the individual targets using District guidance with principal approval. HEDI points are assigned based on the percentage of students who meet or exceed their targets. See attachment @ 3.13 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students will have achieved their local achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	61-89% of students will have achieved their local achievement target.

grade/subject.	
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-60% of students will have achieved their local achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students will have achieved their local achievement target.

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 Syracuse Minoa CSD created Grade 9 ELA assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created Grade 10 ELA assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	East Syracuse Minoa CSD created 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 in addition to the Common Core English Regents, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The individual local achievement target is for students to demonstrate the achievement of their target as measured by the East Syracuse Minoa CSD created course specific ELA assessment. Teachers set the targets using District guidance with principal approval. HEDI points are assigned based on the percentage of students who meet or exceed their targets. See attachment @ 3.13 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students will have achieved their local achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-89% of students will have achieved their local achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-60% of students will have achieved their local achievement target.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students will have achieved their local achievement target.

3.12) All Other Courses

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

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other courses	5) District/regional/BOCES–developed	East Syracuse Minoa CSD created course specific assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The individual local achievement target is for students to demonstrate the achievement of their target as measured by the East Syracuse Minoa CSD created course specific assessment. Teachers set the targets using District guidance with principal approval. HEDI points are assigned based on the percentage of students who meet or exceed their targets. See attachment @ 3.13 to describe the assignment of HEDI categories for this subcomponent.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	90-100% of students will have achieved their local achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-89% of students will have achieved their local achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-60% of students will have achieved their local achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students will have achieved their local achievement target.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1473307-y92vNseFa4/15 and 20 point LAT conversion. 3.3 and 3.13.doc

3.14) Locally Developed Controls

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

Not applicable

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.

Any teacher with more than one locally selected measure will have their score determined by the combination of multiple local achievement target scores, weighted by the number of students in the course(s) and/or sections.

3.16) Assurances

Please check all of the boxes below:

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

3.16) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Friday, December 19, 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	Thoughtful Classroom Teacher Effectiveness Framework

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"):

-

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	54
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	6

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)
[SurveyTools.4] My Student Survey, LLC's Survey of Teacher Practice (STeP) survey for use in grades 3-12	(No response)

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The Thoughtful Classroom Teacher Effectiveness Framework is a comprehensive system for observing, evaluating, and refining classroom practice. It synthesizes a wide body of research on instructional design and teacher effectiveness. The Framework allows for assessment through ten dimensions of teaching, with a set of observable teaching indicators within each dimension and relevant student behaviors associated with effective instruction.

The first component of the Thoughtful Classroom Teacher Effectiveness Framework pertains to the four cornerstones of effective teaching. These are:
1. Organization, rules and procedures
2. Positive relationships
3. Engagement and enjoyment
4. A culture of thinking and learning
Each of these four cornerstones will be assigned five (5) points each.

The second component of the Thoughtful Classroom Teacher Effectiveness Framework pertains to the five episodes of effective instruction. These are:
5. Preparing students for new learning
6. Presenting new learning
7. Deepening and reinforcing learning
8. Applying learning
9. Reflecting on and celebrating learning
Each of these five dimensions will be assigned five (5) points each.

The five (5) points are holistically assigned for the four cornerstones and five dimensions above based on evidence gathered over the school year after multiple formal and informal observations. The principal provides a holistic score for each dimension based on evidence collected and observations performed throughout the year to determine the teacher's commitment and competence in each of these areas and providing feedback for continual improvement. The five points are assigned to represent the following: Novice (0-1 point), Developing (2-3 points), Proficient (4 points), Expert (5 points).

The third component of the Thoughtful Classroom Teacher Effectiveness Framework pertains to effective professional practice. This component addresses three important non-instructional responsibilities, including the teacher's commitment to ongoing learning, professionalism, and the school community. Each of the three responsibilities within this component will be assigned three (3) points each based on evidence gathered over the school year after multiple formal and informal observations. The principal provides a holistic score for each dimension based on evidence collected and observations performed throughout the year to determine the teacher's commitment and competence in each of these areas and providing feedback for continual improvement. The three points are assigned to represent the following: Novice (0 points), Developing (1 point), Proficient (2 points), Expert (3 points).

In addition, additional evidence may be shared including the structured review of lesson plans, student work or portfolios and other teacher artifacts, which will be assigned six (6) points. The six points are aligned with the rubric and are assigned to represent the following: Novice (0-1 points), Developing (2-3 points), Proficient (4 points), Expert (5-6 points).

All points will be combined to result in a HEDI score of 0-60.

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	55- 60 points
Effective: Overall performance and results meet NYS Teaching Standards.	41-54 points
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	21-40 points
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-20 points

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60 points
Effective	41-54 points
Developing	21-40 points
Ineffective	0-20 points

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- Both

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?

- Both

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 Thursday, December 18, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

Results are well above District- or BOCES-adopted expectations for 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	55-60 points
Effective	41-54 points
Developing	21-40 points
Ineffective	0-20 points

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

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

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Thursday, December 18, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/145966-Df0w3Xx5v6/APPR TEACHER IMPROVEMENT PLAN & FORM 2012.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

TEACHER APPEAL PROCESS

The 3012-c appeal process shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a Teacher Annual Professional Performance Review and/or Improvement Plan. A Teacher may not resort to any other contractual grievance procedure(s) for the resolution of challenges and appeals related to a professional performance review

and/or improvement plan.

Teachers may file an appeal. Should the decision be made not to file an appeal, Teachers shall have the right to add a rebuttal to the Annual Professional Performance Review, which will be kept in his/her personnel file with the annual evaluation. Additionally, appeals of Annual Professional Performance Reviews shall be limited to those with a composite score rating of "Ineffective" or "Developing". Ratings of "Effective" or "Highly Effective" cannot be appealed.

Appeal process shall limit the scope of appeals under Education Law 3012-c to the following subjects:
1. The adherence to the standards and methodologies required for such reviews;
2. The adherence to the Commissioner's Regulations, as applicable to such reviews;
3. Compliance with any applicable locally negotiated procedures applicable to Annual Professional Performance Reviews or Improvement Plans;
4. Issuance and/or implementation of the terms of the Teacher Improvement Plan.

An appeal relates solely to evaluation of the performance of a Teacher in a single year.

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

The Teacher has the burden of demonstrating a clear, legal right to the relief requested and the burden of establishing the facts upon which the Teacher seeks relief.

Timeframe for Filing Appeal

The Teacher is not authorized to trigger the appeal process until he/she receives the composite score.

All appeals shall be submitted in writing, to the Executive Director of Human Resources, no later than fifteen (15) calendar days of the date when the Teacher receives his/her Annual Professional Performance Review. If a Teacher is challenging the issuance of an Improvement Plan, appeals must be filed no later than fifteen (15) calendar days of issuance of such plan.

Failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the Teacher must submit a detailed written description of the specific areas of disagreement with the performance review, or the issuance and/or implementation of the terms of the 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.

Timeframe for Issuing Response

Within fifteen (15) calendar days of receipt of an appeal, the District staff member(s) who issued the performance review or was responsible for the development/implementation of the terms of the improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the 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 the deliberations related to the resolution of the appeal. The Teacher initiating the appeal shall receive a copy of the response filed by the District and any and all additional information submitted with the response, at the same time the District files its response.

Decision

The decision shall be rendered by a three (3) member review panel for an appeal concerning a Teacher performance review/improvement plan. The panel shall be comprised of the Superintendent's designee, one (1) District evaluator (to be determined by the Superintendent's designee), and one (1) representative designated by the East Syracuse Minoa United Teachers' President. The District evaluator shall not be the same person responsible for the performance review or improvement plan that is the subject of appeal.

The panel shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the

Teacher filed his/her appeal. Whether or not the panel is able to reach a decision is based upon majority rule as opposed to consensus. Such decision shall be final and binding. In the event that the review panel cannot reach a decision, the Superintendent shall issue a final and binding decision within thirty (30) calendar days.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the Teacher's appeal. A copy of the decision shall be provided to the Teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

All time frames in this appeal procedure will be timely and expeditious in accordance with Education Law 3012-C.

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

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

The East Syracuse Minoa Central School District has chosen to have a district leadership team to lead the implementation of the APPR regulations. Key district-level administrators participated in extensive professional development that addressed the nine elements as required in the APPR regulations.

The team of district-level administrators annually provides training to all of our administrators in the district on the nine elements during multiple professional development opportunities, including a minimum of two days or sixteen (16) hours that include day-long training and monthly one-hour sessions on an annual basis. This training includes, but is not limited to, monthly principal meetings, monthly district-wide leadership meetings, and the East Syracuse Minoa Central School District week-long day-long summer Leadership Institute. Groups of administrators observe the same lesson, with evidence and feedback discussed, reviewed, and evaluated to assure and verify inter-rater reliability of evaluators.

Our District continues to contract with consultants to provide customized training to our administrators and teachers on our approved APPR rubric, as well as providing individualized training and evaluation for the building administrators to assure inter-rater reliability.

The continued training and re-certification of all district evaluators is a primary focus each year through our focused and embedded leadership development, feedback and evaluation process. The Superintendent annually certifies the Lead Evaluators and Evaluators within the East Syracuse Minoa Central School District with Board of Education approval.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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Updated Friday, December 19, 2014

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

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

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

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

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

K-5
6-8
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)/courses(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

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

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

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	K-5	State assessment	3-5 State ELA and math assessments
	K-5	District, regional, or BOCES-developed	District created literacy and numeracy assessments for grades 2 or 1 if needed to reach 30% of students
	6-8	State assessment	6-8 State ELA and math assessments
	9-12	State assessment	New York State Regents exams: Common Core English Regents and Common Core and Integrated Algebra Regents, and all other Regents exams

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 district will utilize the State-provided growth score for the above listed principals. If such score represent less than 30% of the students supervised by the principal, the district will set SLOs for the largest course in the building until at least 30% of students are covered. For the K-5 principal, this will start with grade 3. Where such courses end in a State assessment, that assessment will be used with the SLO. For the high school, the higher score of the Regents Integrated Algebra or Common Core Algebra Regents assessment and the higher score of the Regents Geometry or Common Core Geometry assessment will be used in this calculation. The State-provided scores will then be weighted proportionately with the SLO result(s) for a final HEDI score. The SLO process will be as follows: based upon baseline data, the principal in collaboration with the superintendent or superintendent designee will set individual growth targets for each student. A principal will receive a HEDI score based upon the percent of students reaching their targets.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See attachment @7.3 to describe the assignment of HEDI categories for this subcomponent.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attachment @7.3 to describe the assignment of HEDI categories for this subcomponent.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attachment @7.3 to describe the assignment of HEDI categories for this subcomponent.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See attachment @7.3 to describe the assignment of HEDI categories for this subcomponent.

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/12156/1473311-lha0DogRNw/90668529-revised submission. 20 pt SLO conversion. 7.3_1.doc

7.4) Special Considerations for Comparable Growth Measures

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

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

Not applicable

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Updated Friday, December 19, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	District-created grade level ELA and Math assessments
6-8	(d) measures used by district for teacher evaluation	District created course specific assessments
9-12	(d) measures used by district for teacher evaluation	District created course specific assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The Local Achievement Target is for students to demonstrate achievement of their learning target as measured by the District created grade/course specific assessment. Targets are set by the principal in collaboration with superintendent or superintendent's designee approval. HEDI points are assigned based on the percentage of students meeting or exceeding their target. See attachment @ 8.1 to describe the assignment of HEDI categories for principals of grades K-5, 6-8, and 9-12.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-5: 90-100% of students will have achieved their achievement target. For 6-8: 90-100% of students will have achieved their achievement target. For 9-12: 90-100% of students will have achieved their achievement target.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-5: 61-89% of students will have achieved their achievement target. For 6-8: 61-89% of students will have achieved their achievement target. For 9-12: 61-89% of students will have achieved their achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-5: 26-60% of students will have achieved their achievement target. For 6-8: 26-60% of students will have achieved their achievement target. For 9-12: 26-60% of students will have achieved their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-5: 0-25% of students will have achieved their achievement target. For 6-8: 0-25% of students will have achieved their achievement target. For 9-12: 0-25% of students will have achieved their achievement target.

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

(No response)

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

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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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

Not applicable

8.4) Principals with More Than One Locally Selected Measure

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

Any principal with more than one locally selected measure will have their score determined by the combination of multiple local achievement target scores, weighted by the number of students in the course(s) and/or sections.

8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Monday, December 01, 2014

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9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric | Rubric	Thoughtful Classroom Principal Effectiveness Framework

Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Thoughtful Classroom Principal Effectiveness Framework facilitates leadership growth and effectiveness in order to support teaching excellence and student learning. It is comprised of ten dimensions:
1. Organization, Rules and Procedures
2. Positive Relationships
3. Engagement and Enjoyment
4. A Culture of Thinking and Learning
5. Establishing Goals for Improvement
6. Developing a Plan of Action
7. Building Capacity and Professional Development
8. Implementing Change Across the System
9. Refining Practice and Sustaining Change
10. Professional Practice

The 60 points for this section of leadership evaluation will be determined by assigning six (6) points for each of the ten (10) dimensions. The points are holistically assigned by the superintendent or superintendent designee for the ten dimensions based on multiple school visits and evidence collected from formal and informal observations throughout the year. Feedback is provided to the principal for continual improvement. The six points are assigned in each of the ten (10) dimensions to represent the following: Novice (0-1 point), Developing (2-3 points), Proficient (4-5 points), and Expert (6 points).

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	55-60 points based on the Thoughtful Classroom Principal Effectiveness Framework

Effective: Overall performance and results meet standards.	41-54 points based on the Thoughtful Classroom Principal Effectiveness Framework
Developing: Overall performance and results need improvement in order to meet standards.	21-40 points based on the Thoughtful Classroom Principal Effectiveness Framework
Ineffective: Overall performance and results do not meet standards.	0-20 points based on the Thoughtful Classroom Principal Effectiveness Framework

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	41-54
Developing	21-40
Ineffective	0-20

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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

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 Wednesday, July 23, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	Ranges determined locally--see below	91-100
Effective	9-17	9-17		75-90
Developing	3-8	3-8		65-74
Ineffective	0-2	0-2		0-64

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

Highly Effective	55-60
Effective	41-54
Developing	21-40
Ineffective	0-20

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 Thursday, December 18, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/125614-Df0w3Xx5v6/APPR PRINCIPAL IMPROVEMENT PLAN & FORM 2012.doc

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

PRINCIPAL APPEAL PROCESS

The 3012-c appeal process shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a Principal Annual Professional Performance Review and/or Improvement Plan. A Principal may not resort to any other contractual grievance procedure(s) for the resolution of challenges and appeals related to a professional performance review

and/or improvement plan.

Principals may file an appeal. Should the decision be made not to file an appeal, Principals shall have the right to add a rebuttal to the Annual Professional Performance Review, which will be kept in his/her personnel file with the annual evaluation. Additionally, appeals of Annual Professional Performance Reviews shall be limited to those with a composite score rating of "Ineffective" or "Developing". Ratings of "Effective" or "Highly Effective" cannot be appealed.

Appeal process shall limit the scope of appeals under Education Law 3012-c to the following subjects:
1. The adherence to the standards and methodologies required for such reviews;
2. The adherence to the Commissioner's Regulations, as applicable to such reviews;
3. Compliance with any applicable locally negotiated procedures applicable to Annual Professional Performance Reviews or Improvement Plans;
4. Issuance and/or implementation of the terms of the Principal Improvement Plan.

An appeal relates solely to evaluation of the performance of a Principal in a single year.

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

The Principal has the burden of demonstrating a clear, legal right to the relief requested and the burden of establishing the facts upon which the Principal seeks relief.

Timeframe for Filing Appeal

The Principal is not authorized to trigger the appeal process until he/she receives the composite score.

All appeals shall be submitted in writing, to the Executive Director of Human Resources, no later than fifteen (15) calendar days of the date when the Principal receives his/her Annual Professional Performance Review. If a Principal is challenging the issuance of an Improvement Plan, appeals must be filed no later than fifteen (15) calendar days of issuance of such plan.

Failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the Principal must submit a detailed written description of the specific areas of disagreement with the performance review, or the issuance and/or implementation of the terms of the 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.

Timeframe for Issuing Response

Within fifteen (15) calendar days of receipt of an appeal, the District staff member(s) who issued the performance review or was responsible for the development/implementation of the terms of the improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the 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 the deliberations related to the resolution of the appeal. The Principal initiating the appeal shall receive a copy of the response filed by the District and any and all additional information submitted with the response, at the same time the District files its response.

Decision

The decision shall be rendered by a three (3) member review panel for an appeal concerning a Principal performance review/improvement plan. The panel shall be comprised of the Executive Director of Human Resources, the Executive Director of Curriculum, Learning and Assessment, and one (1) representative designated by the East Syracuse Minoa Administrators and Supervisors Association President. The District evaluator shall not be the same person responsible for the performance review or improvement plan that is the subject of appeal.

The panel shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the Principal filed his/her appeal. Whether or not the panel is able to reach a decision is based upon majority rule as opposed to consensus. Such decision shall be final and binding. In the event that the review panel cannot reach a decision, the Superintendent shall issue a final and binding decision within thirty (30) calendar days. 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. A copy of the decision shall be provided to the Principal and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

All time frames in this appeal procedure will be timely and expeditious in accordance with Education Law 3012-C.

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

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

The East Syracuse Minoa Central School District has chosen to have a district leadership team to lead the implementation of the APPR regulations. Key administrators from the District participated in extensive training and certification that included the nine elements as required in the APPR regulations.

Our District has an ongoing relationship with consultants for customized training to our Lead Evaluators and administrators on the effective implementation of the principal framework. This training has included individualized training, feedback, and use of the tool for inter-rater reliability.

The continued training and re-certification of the Lead Evaluator continues to be a primary focus each year through our focused and embedded leadership development, feedback and evaluation process. This training includes a minimum of one (1) day or eight (8) hours on an annual basis. The Board of Education annually re-certifies the Superintendent as the Lead Evaluator for the East Syracuse Minoa Central School District.

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 Wednesday, December 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/12158/1473316-3Uqgn5g9Iu/Signed District APPR Certification Forms 12-30-2014.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

New York State Student Learning Objective Template: Structure and Conversion Scale K-12 (2.11)

Population	Students assessed, with subgroups identified
Learning Content	Standards aligned with the course (New York State, national or industry standards as appropriate)
Interval of Instructional Time	Course duration
Evidence	1. Baseline assessment: ESM created baseline assessment administered to students at the beginning of the year AND/OR Summative assessment results from students in previous year 2. Summative assessment: State assessments, Regents, and ESM created summative assessment administered at/toward the end of the course
Baseline	Summary of student results on baseline assessment noted in #1 above

Target(s)

HEDI Scoring

80% or more of students will achieve or exceed their learning growth targets as measured by the summative assessment.

Highly effective: 90-100% of students will have achieved their growth target. (18-20 points)	Effective: 61-89% of students will have achieved their growth target. (9-17 points)	Developing: 26-60% of students will have achieved their growth target. (3-8 points)	Ineffective: 0-25% of students will have achieved their growth target. (0-2 points)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
100 - 98	97-94	93-90	89-87	86-85	84-83	82-81	80	79-77	76-73	72-69	68-61	60-55	54-49	48-43	42-37	36-31	30-26	25-20	19-16	15 -0

Rationale	The reasoning behind the choices pertaining to learning content, evidence and learning growth targets will be explained specific to each teacher's courses that are the focus of the Student Learning Objective. This will include how the current course requires students to build on their prior learning to acquire mastery in these areas to be prepared for subsequent courses, as well as college and career readiness.

ESM Local Achievement Target Template: K-12 Structure and Conversion Scale (3.3 and 3.13)

Population	Students assessed, with subgroups identified.
Learning Content	Priority standard(s) aligned with the course (New York State, national or industry standards as appropriate)
Interval of Instructional Time	Duration of LAT identified, including significant interval of instructional time during course
Evidence	1. Baseline assessment: ESM created baseline assessment administered to students at the beginning of the year AND/OR Summative assessment results from students in previous year 2. Summative assessment: ESM created summative assessment administered at/toward the end of the course
Baseline	Summary of student results on baseline assessment noted in #1 above

Target(s)

HEDI Scoring

80% or more of students will achieve or exceed their achievement learning targets as measured by the summative LAT assessment.

Highly effective: 90-100% of students will have achieved their achievement target. (14-15 points)	Effective: 61-89% of students will have achieved their achievement target. (8-13 points)	Developing: 26-60% of students will have achieved their achievement target. (3-7 points)	Ineffective: 0-25% of students will have achieved their achievement target. (0-2 points)

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	**11**	10	9	8	7	6	5	4	3	2	1	0
100- 96	95-90	89-85	84-80	79-75	74-70	69-65	64-61	60-54	53-47	46-40	39-33	32-26	25-20	19-16	15 -0

Rationale	The reasoning behind the choices pertaining to learning content, evidence and learning achievement targets will be explained specific to each teacher's courses that are the focus of the Local Achievement Target. This will include how the current course requires students to build on their prior learning to acquire mastery in these areas to be prepared for subsequent courses, as well as college and career readiness.

ESM Local Achievement Target Template: Structure and Conversion Scale K-12 (3.3 and 3.13)

Population	Students assessed, with subgroups identified
Learning Content	Priority standard(s) aligned with the course (New York State, national or industry standards as appropriate)
Interval of Instructional Time	Duration of LAT identified, including significant interval of instructional time during course
Evidence	1. Baseline assessment: ESM created baseline assessment administered to students at the beginning of the year AND/OR Summative assessment results from students in previous year 2. Summative assessment: ESM created summative assessment administered at/toward the end of the course
Baseline	Summary of student results on baseline assessment noted in #1 above
Target(s) **HEDI Scoring**	**80% or more of students will achieve or exceed their achievement learning targets as measured by the summative assessment.**

Highly effective: **90-100% of students will have achieved their achievement target.** **(18-20 points)**	**Effective:** **61-89% of students will have achieved their achievement target.** **(9-17 points)**	**Developing:** **26-60% of students will have achieved their achievement target.** **(3-8 points)**	**Ineffective:** **0-25% of students will have achieved their achievement target.** **(0-2 points)**

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
100 - 98	97-94	93-90	89-87	86-85	84-83	82-81	80	79-77	76-73	72-69	68-61	60-55	54-49	48-43	42-37	36-31	30-26	25-20	19-16	15 -0

Rationale	The reasoning behind the choices pertaining to learning content, evidence and learning achievement targets will be explained specific to each teacher's courses that are the focus of the Local Achievement Target. This will include how the current course requires students to build on their prior learning to acquire mastery in these areas to be prepared for subsequent courses, as well as college and career readiness.

ESM Local Achievement Target Template: K-12 Structure and Conversion Scale (3.3 and 3.13)

Population	Students assessed, with subgroups identified.
Learning Content	Priority standard(s) aligned with the course (New York State, national or industry standards as appropriate)
Interval of Instructional Time	Duration of LAT identified, including significant interval of instructional time during course
Evidence	1. Baseline assessment: ESM created baseline assessment administered to students at the beginning of the year AND/OR Summative assessment results from students in previous year 2. Summative assessment: ESM created summative assessment administered at/toward the end of the course
Baseline	Summary of student results on baseline assessment noted in #1 above

Target(s)

HEDI Scoring

80% or more of students will achieve or exceed their achievement learning targets as measured by the summative LAT assessment.

Highly effective: 90-100% of students will have achieved their achievement target. (14-15 points)	Effective: 61-89% of students will have achieved their achievement target. (8-13 points)	Developing: 26-60% of students will have achieved their achievement target. (3-7 points)	Ineffective: 0-25% of students will have achieved their achievement target. (0-2 points)

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	**11**	10	9	8	7	6	5	4	3	2	1	0
100- 96	95-90	89-85	84-80	79-75	74-70	69-65	64-61	60-54	53-47	46-40	39-33	32-26	25-20	19-16	15 -0

Rationale	The reasoning behind the choices pertaining to learning content, evidence and learning achievement targets will be explained specific to each teacher's courses that are the focus of the Local Achievement Target. This will include how the current course requires students to build on their prior learning to acquire mastery in these areas to be prepared for subsequent courses, as well as college and career readiness.

ESM Local Achievement Target Template: Structure and Conversion Scale K-12 (3.3 and 3.13)

Population	Students assessed, with subgroups identified
Learning Content	Priority standard(s) aligned with the course (New York State, national or industry standards as appropriate)
Interval of Instructional Time	Duration of LAT identified, including significant interval of instructional time during course
Evidence	1. Baseline assessment: ESM created baseline assessment administered to students at the beginning of the year AND/OR Summative assessment results from students in previous year 2. Summative assessment: ESM created summative assessment administered at/toward the end of the course
Baseline	Summary of student results on baseline assessment noted in #1 above
Target(s) **HEDI Scoring**	**80% or more of students will achieve or exceed their achievement learning targets as measured by the summative assessment.**

Highly effective: **90-100% of students will have achieved their achievement target.** **(18-20 points)**	**Effective:** **61-89% of students will have achieved their achievement target.** **(9-17 points)**	**Developing:** **26-60% of students will have achieved their achievement target.** **(3-8 points)**	**Ineffective:** **0-25% of students will have achieved their achievement target.** **(0-2 points)**

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
100 - 98	97-94	93-90	89-87	86-85	84-83	82-81	80	79-77	76-73	72-69	68-61	60-55	54-49	48-43	42-37	36-31	30-26	25-20	19-16	15 -0

Rationale	The reasoning behind the choices pertaining to learning content, evidence and learning achievement targets will be explained specific to each teacher's courses that are the focus of the Local Achievement Target. This will include how the current course requires students to build on their prior learning to acquire mastery in these areas to be prepared for subsequent courses, as well as college and career readiness.

TEACHER IMPROVEMENT PLAN
(TIP)

The purpose of the new evaluation system is to develop a collaborative plan for growth and improvement of instruction. Teachers receiving an evaluation rating of Developing or Ineffective shall receive an Action Plan for improvement. The plan outlines support strategies and recommendations to be implemented.

Upon rating a Teacher as Developing or Ineffective, the District, in collaboration with the Bargaining Unit, is responsible for the formulation and implementation of an Improvement Plan.

Such Improvement Plan shall be formulated and implemented as soon as possible but in no case later than ten (10) school days from the opening of classes in the school year following the school year for which such Teacher's performance is being measured.

Contents and Development of Improvement Plans

Improvement Plans shall be consistent with Commissioner's Regulations and developed locally. Improvement Plans include, but are not limited to:

- Identification of needed area(s) of improvement
- Timeline for achieving improvement
- Manner in which improvement will be assessed
- Appropriate differentiated activities to support improvement in this/those area(s)
- Standards-based goals that the Teacher must make progress toward attaining within the specified timeline
- Clear description of professional learning activities, directly connected to area(s) in need of improvement, the Teacher must complete
- Artifacts the Teacher shall produce as benchmarks of improvement and evidence for the final stage of the Improvement Plan, including items such as lesson plans and supporting materials, including student work
- Additional support, assistance and resources the Teacher shall receive

The Teacher should meet with the evaluator to review the plan and determine if adequate improvement has been made in the required area(s) outlined within the plan. The Improvement Plan shall factor into the Teacher's final, summative rating.

Suggested Support Strategies

Suggested support strategies may include, but not be limited to the following:

- Assignment/Re-assignment of Mentor, if appropriate
- Collaboration with/Observation of colleagues (i.e. Classroom Teachers, Instructional Support Specialists, Inquiry Support Teachers, Reading Teachers, etc.)
- Adjustment in Assignment
- Submission of lesson plans, to Administrator, in advance
- Meeting with Administrator, to review and amend planning, as appropriate
- Multiple observations, as appropriate, by trained, state certified evaluators
  *Note: Teacher/Principal may request an additional observation be performed by a different trained, state certified evaluator
- Observations by trained, state certified District-level Administrators
- Teacher/Principal may be asked to complete appropriate section(s) of Self-Assessment Guides

TEACHER IMPROVEMENT PLAN FORM
East Syracuse Minoa Central School District

Name _____ Position_____ Building_____ Date_____

Area of Improvement	**Goal (Standards Based)**	**Strategies and Resources (Professional Learning Activities/Support)**	**Evidence of Growth**	**Timeline (Start/End Dates)**

_____ _____ _____ _____
Teacher Signature Date Evaluator Signature Date

6-26-12

New York State Student Learning Objective Template: Structure and Conversion Scale K-12 (7.3)

Population	Students assessed, with subgroups identified
Learning Content	Standards aligned with the course (New York State, national or industry standards as appropriate)
Interval of Instructional Time	Course duration
Evidence	1. Baseline assessment: Baseline data used for these assessments 2. Summative assessment: Assessments identified in 7.3
Baseline	Summary of student results on baseline assessment noted in #1 above

Target(s)

HEDI Scoring

80% or more of students will achieve or exceed their learning targets as measured by the summative assessment.

Highly effective: 90-100% of students will have achieved their growth target. (18-20 points)	Effective: 61-89% of students will have achieved their growth target. (9-17 points)	Developing: 26-60% of students will have achieved their growth target. (3-8 points)	Ineffective: 0-25% of students will have achieved their growth target. (0-2 points)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
100 - 98	97-94	93-90	89-87	86-85	84-83	82-81	80	79-77	76-73	72-69	68-61	60-55	54-49	48-43	42-37	36-31	30-26	25-20	19-16	15 -0

Rationale	The reasoning behind the choices pertaining to learning content, evidence and learning growth targets will be explained specific to courses that are the focus of the Student Learning Objective. This will include how the current course requires students to build on their prior learning to acquire mastery in these areas to be prepared for subsequent courses, as well as college and career readiness.

ESM Local Achievement Target Template: K-12 Structure and Conversion Scale: Principals (8.1)

Population	Students assessed, with subgroups identified
Learning Content	Priority standard(s) aligned with the course (New York State, national or industry standards as appropriate)
Interval of Instructional Time	Duration of LAT identified, including significant interval of instructional time during course
Evidence	1. Baseline assessment: ESM created baseline assessment administered to students at the beginning of the year AND/OR Summative assessment results from students in previous year 2. Summative assessment: ESM created summative assessment administered at/toward the end of the course
Baseline	Summary of student results on baseline assessment noted in #1 above

Target(s)

HEDI Scoring

80% or more of students will achieve or exceed their achievement learning targets as measured by the summative LAT assessment.

Highly effective: 90-100% of students will have achieved their achievement target. (14-15 points)	Effective: 61-89% of students will have achieved their achievement target. (8-13 points)	Developing: 26-60% of students will have achieved their achievement target. (3-7 points)	Ineffective: 0-25% of students will have achieved their achievement target. (0-2 points)

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100- 96	95-90	89-85	84-80	79-75	74-70	69-65	64-61	60-54	53-47	46-40	39-33	32-26	25- 20	19-16	15 -0

Rationale	The reasoning behind the choices pertaining to learning content, evidence and learning achievement targets will be explained specific to the courses that are the focus of the Local Achievement Target. This will include how the current course requires students to build on their prior learning to acquire mastery in these areas to be prepared for subsequent courses, as well as college and career readiness.

ESM Local Achievement Target Template: Structure and Conversion Scale K-12: Principals (8.1)

Population	Students assessed, with subgroups identified
Learning Content	Priority standard(s) aligned with the course (New York State, national or industry standards as appropriate)
Interval of Instructional Time	Duration of LAT identified, including significant interval of instructional time during course
Evidence	1. Baseline assessment: ESM created baseline assessment administered to students at the beginning of the year AND/OR Summative assessment results from students in previous year 2. Summative assessment: ESM created summative assessment administered at/toward the end of the course
Baseline	Summary of student results on baseline assessment noted in #1 above
Target(s) **HEDI Scoring**	**80% or more of students will achieve or exceed their learning targets as measured by the summative assessment.**

Highly effective: 90-100% of students will have achieved their achievement target. (18-20 points)	**Effective: 61-89% of students will have achieved their achievement target. (9-17 points)**	**Developing: 26-60% of students will have achieved their achievement target. (3-8 points)**	**Ineffective: 0-25% of students will have achieved their achievement target. (0-2 points)**

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
100 - 98	97-94	93-90	89-87	86-85	84-83	82-81	80	79-77	76-73	72-69	68-61	60-55	54-49	48-43	42-37	36-31	30-26	25-20	19-16	15 -0

Rationale	The reasoning behind the choices pertaining to learning content, evidence and learning achievement targets will be explained specific to the courses that are the focus of the Local Achievement Target. This will include how the current course requires students to build on their prior learning to acquire mastery in these areas to be prepared for subsequent courses, as well as college and career readiness.

PRINCIPAL IMPROVEMENT PLAN
(PIP)

The purpose of the new evaluation system is to develop a collaborative plan for growth and improvement of instruction. Principals receiving an evaluation rating of Developing or Ineffective shall receive an Action Plan for improvement. The plan outlines support strategies and recommendations to be implemented.

Upon rating a Principal as Developing or Ineffective, the District, in collaboration with the Bargaining Unit, is responsible for the formulation and implementation of an Improvement Plan.

Such Improvement Plan shall be formulated and implemented as soon as possible but in no case later than ten (10) school days from the opening of classes in the school year following the school year for which such Principal's performance is being measured.

Contents and Development of Improvement Plans

Improvement Plans shall be consistent with Commissioner's Regulations and developed locally. Improvement Plans include, but are not limited to:

- Identification of needed area(s) of improvement
- Timeline for achieving improvement
- Manner in which improvement will be assessed
- Appropriate differentiated activities to support improvement in this/those area(s)
- Standards-based goals that the Principal must make progress toward attaining within the specified timeline
- Clear description of professional learning activities, directly connected to area(s) in need of improvement, the Principal must complete
- Artifacts the Principal shall produce as benchmarks of improvement and evidence for the final stage of the Improvement Plan, including items such as lesson plans and supporting materials, including student work
- Additional support, assistance and resources the Principal shall receive

The Principal should meet with the evaluator to review the plan and determine if adequate improvement has been made in the required area(s) outlined within the plan. The Improvement Plan shall factor into the Principal's final, summative rating.

Suggested Support Strategies

Suggested support strategies may include, but not be limited to the following:

- Assignment/Re-assignment of Mentor, if appropriate
- Collaboration with/Observation of colleagues (i.e. Any District Administrator, etc.)
- Meeting with Evaluator, to review and amend School Improvement Plans, APPR Improvement Plans, etc., as appropriate
- Multiple observations, as appropriate, by trained, state certified evaluators
  *Note: Principal may request an additional observation be performed by a different trained, state certified evaluator
- Observations by trained, state certified District-level Administrators
- Principal may be asked to complete a self-assessment based upon the rubrics

PRINCIPAL IMPROVEMENT PLAN FORM
East Syracuse Minoa Central School District

Name _____ Position_____ Building_____ Date_____

Area of Improvement	**Goal (Standards Based)**	**Strategies and Resources (Professional Learning Activities/Support)**	**Evidence of Growth**	**Timeline (Start/End Dates)**

_____ _____ _____ _____
Principal Signature Date Evaluator Signature Date

6-26-12

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: 12-30-14

Donna J. DeSciato

Teachers Union President Signature: Date:

John Mz 12/30/14

Administrative Union President Signature: Date:

Thomas W. Barber 12/30/14

Board of Education President Signature: Date: 12-30-14

Deborah A. Colvel 12-30-14

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

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

Superintendent / District Superintendent / Chancellor Signature: Date: 12-30-14

Lorne J. DeSoto