



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

Commissioner of Education
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July 22, 2015

Revised

Mark Ward, Superintendent
Ellicottville Central School District
5873 Route 219
Ellicottville, NY 14731

Dear Superintendent Ward:

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,

MaryEllen Elia
Commissioner

Attachment

c: Lynda Quick

NOTE:

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

Annual Professional Performance Reviews

Created: 04/30/2013

Last updated: 03/12/2015

The contents of this form represent the Annual Professional Performance Review Plan for classroom teachers and building principals of ELLICOTTVILLE CSD. The primary objective of teacher and principal evaluation is to provide educators the feedback they need to improve instruction and help every student attain college and career readiness. Pursuant to Education Law Section 3012-c, this Annual Professional Performance Review Plan is being submitted to the Commissioner on behalf of ELLICOTTVILLE CSD for the review of all its classroom teachers and building principals. Once approved, ELLICOTTVILLE CSD will post this form online for all member of the ELLICOTTVILLE CSD community so everyone understands what ELLICOTTVILLE CSD expects of its classroom teachers and building principals.

NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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 : 040901040000

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

040901040000

1.2) School District Name: ELLICOTTVILLE CSD

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

ELLICOTTVILLE CSD

1.3) Assurances

Please check all of the boxes below:

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
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
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: 04/30/2013

Last updated: 07/16/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

While most teachers of 4-8 Common Branch, ELA and Math will have State-provided measures, some may teach other courses 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:

Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
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	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB
1	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB
2	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data of the pre-assessment, targeted individual growth goals will be set by teachers and approved by principals. Teachers will earn HEDI points (0-20) based on the percentage of students meeting or exceeding their targets using table 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The District certifies that 81-100% of students reached th targeted SLO objective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The District certifies that 65-80% of students reached the targeted SLO objective.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The District certifies that 41-64% of students reached the target SLO objective.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The District certifies that 0-40% of students reached the targeted SLO objective.

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	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB
1	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB
2	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data of the pre-assessment, targeted individual growth goals will be set by teachers and approved by principals. Teachers will earn HEDI points (0-20) based on the percentage of students meeting or exceeding their targets using table 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The district certifies that 81-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The district certifies that 65-80% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The district certifies that 41-64% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The district certifies that 0-40% of students reached the targeted SLO objectives.

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
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6	District, regional or BOCES-developed assessment	ECS Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	ECS Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data of the pre-assessment, targeted individual growth goals will be set by teachers and approved by principals. Teachers will earn HEDI points (0-20) based on the percentage of students meeting or exceeding their targets using table 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The district certifies that 81-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The district certifies that 65-80% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The district certifies that 41-64% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The district certifies that 0-40% of students reached the targeted SLO objectives.

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	ECS developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	ECS Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	ECS Developed 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.	Based on the baseline data of the pre-assessment, targeted individual growth goals will be set by teachers and approved by principals. The 6th through 8th grade teachers will earn HEDI points (0-20) based on the percentage of students meeting or exceeding their targets using table 2.11
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The district certifies that 81-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet District goals for similar students.	The district certifies that 65-80% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below District goals for similar students.	The district certifies that 41-64% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The district certifies that 0-40% of students reached the targeted SLO objectives.

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	School-/BOCES-wide group/team results based on State assessments	NYS Global Regents 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.	Based on the baseline data of the pre-assessment, targeted individual growth goals will be set by teachers and approved by principals. The Global 2 and American History teachers will earn HEDI points (0-20) based on the percentage of students meeting or exceeding their targets using table 2.11 The Global 1 social studies teacher will earn HEDI points (0-20) based on a school wide percentage of students meeting or exceeding their targets on the NYS Global Regents Assessment.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The district certifies that 81-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet District goals for similar students.	The district certifies that 65-80% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below District goals for similar students.	The district certifies that 41-64% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The district certifies that 0-40% of students reached the targeted SLO objectives.

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Based on the baseline data of the pre-assessment, targeted individual growth goals will be set by teachers and approved by principals. Teachers will earn HEDI points (0-20) based on the percentage of students meeting or exceeding their targets using table 2.11</p> <p>The Chemistry Assessment will not be used as a measure as more than 50% of the students of the teacher teaching Chemistry will be covered by the Living Environment Regents Assessment.</p> <p>If enrollment in the district changes the largest of the 2 courses will be used to meet the 50% rule.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The district certifies that 81-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet District goals for similar students.	The district certifies that 65-80% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below District goals for similar students.	The district certifies that 41-64% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The district certifies that 0-40% of students reached the targeted SLO objectives.

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.	Based on the baseline data of the pre-assessment, targeted individual growth goals will be set by teachers and approved by principals. For students in Common Core Courses, in addition to the 2005 Learning Standards Regents Assessments, we will also offer the Common Core Regents Assessment using the higher score for APPR purposes so along as permitted by SED. When the 2005 Learning Standards Regents Assessments are no longer offered, only Common Core Regents Assessments will be used. Teachers will earn HEDI points (0-20) based on the percentage of students meeting or exceeding their targets using table 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The district certifies that 81-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet District goals for similar students.	The district certifies that 65-80% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below District goals for similar students.	The district certifies that 41-64% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The district certifies that 0-40% of students reached the targeted SLO objectives.

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	ECS Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	ECS Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS 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.	Based on the baseline data of the pre-assessment, targeted individual growth goals will be set by teachers and approved by principals. For students in Common Core Courses, in addition to the 2005 Learning Standards Regents Assessments, we will also offer the Common Core Regents Assessment using the higher score for APPR purposes so along as permitted by SED. When the 2005 Learning Standards Regents Assessments are no longer offered, only Common Core Regents Assessments will be used. Teachers will earn HEDI points (0-20) based on the percentage of students meeting or exceeding their targets using table 2.11
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The district certifies that 81-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet District goals for similar students.	The district certifies that 65-80% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below District goals for similar students.	The district certifies that 41-64% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The district certifies that 0-40% of students reached the targeted SLO objectives.

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
	High School(9-12) Physical Education	District, Regional or BOCES-developed	ECS Developed High School PE Assessment
	JCC Statistics Course	District, Regional or BOCES-developed	ECS Developed Statistics Assessment
	Technology 7	District, Regional or BOCES-developed	ECS Developed Technology 7 Assessment
	Technology 8	District, Regional or BOCES-developed	ECS Developed Technology 8 Assessment
	Art 7	District, Regional or BOCES-developed	ECS Developed Art 7 Assessment
	Studio Art	District, Regional or BOCES-developed	ECS Developed Studio Art Assessment
	JCC Drawing	District, Regional or BOCES-developed	ECS Developed JCC Drawing Assessment
	Health 6	District, Regional or BOCES-developed	ECS Developed Health 6 Assessment
	First Grade Physical Education	District, Regional or BOCES-developed	ECS Developed First Grade Physical Education Assessment
	Principles of Software Development	District, Regional or BOCES-developed	ECS Developed Principles of Software Development Assessment
	6th Grade Physical Education	District, Regional or BOCES-developed	ECS Developed 6th Grade Physical Education Assessment
	Kindergarten Physical Education	District, Regional or BOCES-developed	ECS Developed Kindergarten Physical Education Assessment
	High School (9-12) Chorus	District, Regional or BOCES-developed	ECS Developed High School Chorus Assessment

	Middle School Chorus	District, Regional or BOCES-developed	ECS Developed Middle School Chorus Assessment
	4th Grade Instrumental Music	District, Regional or BOCES-developed	ECS Developed 4th Grade Instrumental Music Assessment
	French III	District, Regional or BOCES-developed	ECS Developed French III Assessment
	French II	District, Regional or BOCES-developed	ECS Developed French II Assessment
	French 7	District, Regional or BOCES-developed	ECS Developed French 7 Assessment
	High School (9-12) Band	District, Regional or BOCES-developed	ECS Developed High School Band Assessment
	Spanish 7	District, Regional or BOCES-developed	ECS Developed Spanish 7 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.	<p>Based on the baseline data of the pre-assessment, targeted individual growth goals will be set by teachers and approved by principals. Teachers will earn HEDI points (0-20) based on the percentage of students meeting or exceeding their targets using table 2.11</p> <p>For any teacher of grades 4-8 ELA or Math that does not receive a State-Provided Growth Score, HEDI points will be awarded based on the percentage of students without disabilities meeting or exceeding the district's minimum rigor expectation for growth of Level 2 or higher on the listed NYS assessments, set using historical baseline data; AND the percentage of students with disabilities meeting or exceeding an individualized rigor expectation for growth on the listed NYS assessments, which will be established using historical baseline data by the teacher with final approval by the principal. A HEDI score will be determined based on the percentage of students in each subgroup meeting their respective targets (i.e. one HEDI score for students with disabilities, one HEDI score for students without disabilities). These HEDI scores will be combined proportionally, based on the number of students in each sub group.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The district certifies that 81-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet District goals for similar students.	The district certifies that 65-80% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below District goals for similar students.	The district certifies that 41-64% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The district certifies that 0-40% of students reached the targeted SLO objectives.

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. \(MS Word\)](#)

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/485578-avH4IQNZMh/2.10%20AllOtherCourses%20APPR_3upcLK1.docx

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/485578-TXETx9bQW/2.11%20ELLICOTTVILLE%20CENTRAL%20SCHOOL%2020%20Points%20Local%20%20040115.docx>

2.12) Locally Developed Controls

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

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

At this time the District does not have any specific controls or comparble growth measures in place.

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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked

Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
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
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)

Created: 10/07/2013

Last updated: 07/10/2015

For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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	6(ii) School wide measure computed locally	ECS Developed Grade 4 Math Assessment
5	4) State-approved 3rd party assessments	AIMSWEB Grade 5 ELA Assessment
6	4) State-approved 3rd party assessments	AIMSWEB Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	ECS Developed Grade 7 ELA Assessment
8	6(ii) School wide measure computed locally	ECS Developed Grade 7 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>The target goals set throughout the local measures will be based on this year's achievement results on each assessment. The individual achievement targets will be based on consideration of prior academic history. The goals will be established by the teachers and approved by principals.</p> <p>Grade 4 and 8 teachers will earn HEDI points based on a school-wide percentage of students meeting or exceeding their individual achievement targets on the Grade 4 Math and Grade 7 ELA Assessments respectively.</p> <p>Grades 5, 6 and 7 teachers will earn HEDI points based on the percentage of students meeting or exceeding their individual achievement targets on the listed ELA Assessments.</p> <p>Teachers will earn HEDI points (0-20) or (0-15 once value added model is implemented) based on the percentage of students meeting or exceeding their individual achievement targets using table 3.3.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 81-100% of students reached the targeted objectives.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 65-80% of students reached the targeted objectives.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 41 -64% of students reached the targeted objectives..
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 0-40% of students reached the targeted objectives.

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	ECS Developed Grade 4 Math Assessment
5	6(ii) School wide measure computed locally	AIMSWEB Grade 5 ELA Assessment
6	6(ii) School wide measure computed locally	AIMSWEB Grade 6 ELA Assessment
7	4) State-approved 3rd party assessments	AIMSWEB Grade 7 Math Assessment
8	6(ii) School wide measure computed locally	AIMSWEB Grade 7 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>The target goals set throughout the local measures will be based on this year’s achievement results on each assessment. The individual achievement targets will be based on consideration of prior academic history. The goals will be established by the teachers and approved by principals.</p> <p>Grade 5, 6 and 8 teachers will earn HEDI points based on a school-wide percentage of students meeting or exceeding their individual achievement targets on the Grade 5 ELA, Grade 6 ELA and Grade 7 Math Assessments respectively.</p> <p>Grades 4 and 7 teachers will earn HEDI points based on the percentage of students meeting or exceeding their individual achievement targets on the listed math assessments.</p> <p>Teachers will earn HEDI points (0-20) or (0-15 once value added model is implemented) based on the percentage of students meeting or exceeding their individual achievement targets using table 3.3.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 81-100% of students reached the targeted objectives.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 65-80% of students reached the targeted objectives.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 41-64% of students reached the targeted objectives.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 0-40% of students reached the targeted objectives.

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/681536-rhJdBqDruP/3-3%20%20%20ELLICOTTVILLE%20CENTRAL%20SCHOOL%2015%20Points%20Local%20with%20Value%20Added.docx%20040115.docx>

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	4) Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB Grade K ELA Assessment
1	4) Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB Grade 1 ELA Assessment
2	4) Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB Grade 2 ELA Assessment
3	9) Grades 3 and up: State-approved 3rd party assessments	AIMSWEB Grade 3 ELA 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.	<p>The target goals set throughout the local measures will be based on this year's achievement results on each assessment. The individual achievement targets will be based on consideration of prior academic history. The goals will be established by the teachers and approved by principals.</p> <p>Teachers will earn HEDI points (0-20) based on the percentage of students meeting or exceeding their targets using table 3.13.</p>
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 81-100% of students reached the targeted objectives.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 65-80% of students reached the targeted objectives.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 41-64% of students reached the targeted objectives.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 0-40% of students reached the targeted objectives.

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	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSWEB Grade K Math Assessment
1	6(ii) School-wide measure computed locally	AIMSWEB Grade 1 ELA Assessment
2	6(ii) School-wide measure computed locally	AIMSWEB Grade 2 ELA Assessment
3	6(ii) School-wide measure computed locally	AIMSWEB Grade 3 ELA 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.	<p>The target goals set throughout the local measures will be based on this year's achievement results on each assessment. The individual achievement targets will be based on consideration of prior academic history. The goals will be established by the teachers and approved by principals.</p> <p>Grades 1, 2 and 3 teachers will earn HEDI points based on a school-wide percentage of students meeting or exceeding their individual achievement targets on the Grades 1, 2 and 3 ELA Assessments respectively.</p> <p>Grade K teachers will earn HEDI points based on the percentage of students meeting or exceeding their individual achievement targets on their Math Assessments.</p> <p>Teachers will earn HEDI points (0-20) or based on the percentage of students meeting or exceeding their individual achievement targets using table 3.13.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 81-100% of students reached the targeted objectives.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 65-80% of students reached the targeted objectives.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 41-64% of students reached the targeted objectives.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 0-40% of students reached the targeted objectives.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	AIMSWEB Grade 6 ELA Assessment
7	6(ii) School wide measure computed locally	NYS Grade 8 Science Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS 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.	<p>The target goals set throughout the local measures will be based on this year's achievement results on each assessment. The individual achievement targets will be based on consideration of prior academic history. The goals will be established by the teachers and approved by principals.</p> <p>Grades 6 and 7 teachers will earn HEDI points based on a school-wide percentage of students meeting or exceeding their individual achievement targets on the Grade 6 ELA and NYS Grade 8 Science Assessment respectively.</p> <p>Grade 8 teacher will earn HEDI points based on the percentage of students meeting or exceeding their individual achievement targets on their NYS Science assessments.</p> <p>Teachers will earn HEDI points (0-20) based on the percentage of students meeting or exceeding their individual achievement targets using table 3.13.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 81-100% of students reached the targeted objectives.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 65-80% of students reached the targeted objectives.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 41-64% of students reached the targeted objectives.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 0-40% of students reached the targeted SLO objectives.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	AIMSWEB Grade 6 ELA Assessment
7	5) District, regional, or BOCES-developed assessments	ECS Developed Grade 7 Social Studies Assessment
8	6(ii) School wide measure computed locally	ECS Developed Grade 7 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.	<p>The target goals set throughout the local measures will be based on this year's achievement results on each assessment. The individual achievement targets will be based on consideration of prior academic history. The goals will be established by the teachers and approved by principals.</p> <p>Grades 6 and 8 teachers will earn HEDI points based on a school-wide percentage of students meeting or exceeding their individual achievement targets on the Grade 6 ELA and Grade 7 social studies assessments respectively.</p> <p>Grade 7 teacher will earn HEDI points based on the percentage of students meeting or exceeding their individual achievement targets on their social studies assessments.</p> <p>Teachers will earn HEDI points (0-20) based on the percentage of students meeting or exceeding their individual achievement targets using table 3.13.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 81-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 65-80% of students reached the targeted objectives
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 41-64% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 0-40% of students reached the targeted SLO objectives.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Global Studies Regents Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global Studies Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	NYS American History Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The target goals set throughout the local measures will be based on this year's achievement results on each assessment. The individual achievement targets will be based on consideration of prior academic history. The goals will be established by the teachers and approved by principals.</p> <p>Global Studies 1 teacher will earn HEDI points based on a school-wide percentage of students meeting or exceeding their individual achievement targets on the Global Studies Regents Assessment.</p> <p>Global Studies 2 and American History teachers will earn HEDI points based on the percentage of students meeting or exceeding their individual achievement targets on their social studies assessments.</p> <p>Teachers will earn HEDI points (0-20) based on the percentage of students meeting or exceeding their individual achievement targets using table 3.13.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 81-100% of students reached the targeted SLO objectives.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 65-80% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 41-64% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 0-40% of students reached the targeted SLO objectives.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Chemistry Regents Assessment
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents Assessment
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents Assessment
Physics	Not applicable	Not Applicable

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.	<p>The target goals set throughout the local measures will be based on this year's achievement results on each assessment. The individual achievement targets will be based on consideration of prior academic history. The goals will be established by the teachers and approved by principals.</p> <p>Living Environment teacher will earn HEDI points based on a school-wide percentage of students meeting or exceeding their individual achievement targets on the NYS Chemistry Regents Assessment.</p> <p>Earth Science teacher will earn HEDI points based on the percentage of students meeting or exceeding their individual achievement targets on their science assessments.</p> <p>Teachers will earn HEDI points (0-20) based on the percentage of students meeting or exceeding their individual achievement targets using table 3.13.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 81-100% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 41-64% of students reached the targeted SLO objectives.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 65-80% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 0-40% of students reached the targeted SLO objectives.

3.10) High School Math

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

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

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

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

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

NOTE: As applicable, 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.	<p>The target goals set throughout the local measures will be based on this year's achievement results on each assessment. The individual achievement targets will be based on consideration of prior academic history. The goals will be established by the teachers and approved by principals.</p> <p>For students in Common Core Courses, in addition to the 2005 Learning Standards Regents Assessments, we will also offer the Common Core Regents Assessment using the higher score for APPR purposes so long as permitted by SED. When the 2005 Learning Standards Regents Assessments are no longer offered, only Common Core Regents Assessments will be used.</p> <p>Teachers will earn HEDI points (0-20) based on the percentage of students meeting or exceeding their targets using table 3.13.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 81-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 65-80% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 41-64% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 0-40% of students reached the targeted SLO objectives.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS English Regents Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	ECS Developed Grade 10 ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS English Regents 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.	<p>The target goals set throughout the local measures will be based on this year's achievement results on each assessment. The individual achievement targets will be based on consideration of prior academic history. The goals will be established by the teachers and approved by principals.</p> <p>For students in Common Core Courses, in addition to the 2005 Learning Standards Regents Assessments, we will also offer the Common Core Regents Assessment using the higher score for APPR purposes so along as permitted by SED. When the 2005 Learning Standards Regents Assessments are no longer offered, only Common Core Regents Assessments will be used.</p> <p>Teachers will earn HEDI points (0-20) based on the percentage of students meeting or exceeding their targets using table 3.13.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 81-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 65-80% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 41-64% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 0-40% of students reached the targeted SLO objectives.

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 3rd 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
	Kindergarten Physical Education	5) District/regional/BOCES-developed	ECS Developed Kindergarten Physical Education Assessment
	Grades 10-12 Resource Room	5) District/regional/BOCES-developed	ECS Developed Grade 10 ELA Assessment
	3rd Grade Instrumental Music	5) District/regional/BOCES-developed	ECS Developed 3rd Grade Instrumental Music Assessment
	High School (9-12) Chorus	5) District/regional/BOCES-developed	ECS Developed High School Chorus Assessment
	6th Grade AIS	4) Grades 3 and up: State-approved 3rd party	AIMSWEB Grade 6 Math Assessment
	Elementary Resource Room	8) Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB Grade 1 ELA Assessment
	High School (9-12) Physical Education	5) District/regional/BOCES-developed	ECS Developed High School PE Assessment
	Technology 8	5) District/regional/BOCES-developed	ECS Developed Grade 8 Technology Assessment
	5th Grade Elementary Library	5) District/regional/BOCES-developed	ECS Developed Grade 5 Library Assessment
	Art 7	5) District/regional/BOCES-developed	ECS Developed Grade 7 Art Assessment

	Remedial Reading	8) Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB Grade 2 ELA Assessment
	French 7 Course	5) District/regional/BOCES-developed	ECS Developed French 7 Assessment
	High School (9-12) Band	5) District/regional/BOCES-developed	ECS Developed High School Band Assessment
	Spanish I Course	5) District/regional/BOCES-developed	ECS Developed Spanish I Assessment
	Grades 7-9 Resource Room	5) District/regional/BOCES-developed	ECS Developed Grade 7 ELA 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 target goals set throughout the local measures will be based on this year's achievement results on each assessment. The individual achievement targets will be based on consideration of prior academic history. The goals will be established by the teachers and approved by principals. Teachers will earn HEDI points (0-20) based on the percentage of students meeting or exceeding their targets using table 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.	The district certifies that 81-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 65-80% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 41-64% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district certifies that 0-40% of students reached the targeted SLO objectives.

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/681536-y92vNseFa4/3-13%203.3%20ELLICOTTVILLE%20CENTRAL%20SCHOOL%2020%20Points%20Local.docx>

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

The district evaluators will assess the results of each measure separately, arriving at a HEDI rating and point value using the appropriate chart.

In the case of teaches that have multiple measures, each measure must be weighted proportionately based on th number of students.

Standard rounding rules will apply.

3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
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
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
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
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: 10/07/2013

Last updated: 04/01/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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.)

Rubric	NYSUT Teacher Practice Rubric
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Second Rubric, if applicable	Not Applicable
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4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

Structured reviews of lesson plans, student portfolios and other teacher artifacts	0
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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:

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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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.

Tripod Early Elementary Student Perception Survey K-2	(No response)
Tripod Elementary Student Perception Survey 3-5	(No response)
Tripod Secondary Student Perception Survey	(No response)
District Variance	(No response)
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:

Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
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.

Teachers will be rated 1-4 (H=4, E=3, D=2, I=1) during all formal and informal observations on observed indicators. Within each standard, indicators observed will be scored (1-4) and an average computed for that individual standard. The overall score for an observation will then be computed by averaging the average scores of each individual standard observed during said observation.

The attached table will be used to convert the 4-point rubric to a 60-point score. This will then be converted to the appropriate HEDI rating. Whenever rounding is necessary generally accepted rules for rounding numbers will be used. Rounding will not result in movement between HEDI Bands. The 0-60 point score will be rounded to a whole number. The final composite score out of 100 will be rounded to a whole number.

Multiple observations will be scored in the following manner: Multiple formal observations will be averaged together and that average will constitute 80% of the 60 points and multiple informal observations will be averaged together and that average will comprise 20% of the 60 points. After the HEDI score from each observation is weighted according to the percentages listed the scores will be averaged together to result in a final rubric score of 1-4 which will be converted to a score of 0-60 using the chart.

The rubric score listed on the chart is the minimum score necessary to achieve the corresponding HEDI point value.

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/681601-eka9yMJ855/4-5 Ellicottville Central School 60 Point HEDI Conversion Chart for Teachers.docx>

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

<p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>	<p>The teacher exceeds the standards and applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning. The scores for this category range from 59-60 (a rubric conversion from 3.5-4.0).</p>
<p>Effective: Overall performance and results meet NYS Teaching Standards.</p>	<p>The teacher applies relevant instructional practices that have a positive impact on student learning. The scores for this category range from 57-58 (a rubric conversion from 3.0-3.4).</p>
<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p>	<p>The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased. The scores for this category range from 46-56 (a rubric conversion from 2.0-2.9).</p>
<p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p>	<p>The practices are not being used or need reconsideration because they are not having their intended effects on student learning. The scores for this category range from 0-45 (a rubric conversion from 1.0-1.9).</p>

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	46-56
Ineffective	0-45

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?

Both

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?

Both

5. Composite Scoring (Teachers)

Created: 10/07/2013

Last updated: 03/25/2015

For guidance on Composite Scoring, see NYSED APPR Guidance section I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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Standards for Rating Categories	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (Teacher and Leader standards)
Highly Effective	Results are well above state average for similar students (or District goals if no state test).	Results are well above District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results exceed NYS Teaching Standards.
Effective	Results meet state average for similar students (or District goals if no state test).	Results meet District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results meet NYS Teaching Standards.
Developing	Results are below state average for similar students (or District goals if no state test).	Results are below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results need improvement in order to meet NYS Teaching Standards.
Ineffective	Results are well below state average for similar students (or District goals if no state test).	Results are well below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	Ranges determined locally--see below	91-100
Effective	9-17	9-17		75-90
Developing	3-8	3-8		65-74
Ineffective	0-2	0-2		0-64

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

Highly Effective	59-60
Effective	57-58
Developing	46-56
Ineffective	0-45

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: 10/07/2013

Last updated: 04/01/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Teacher Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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
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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/681671-Df0w3Xx5v6/Final Tip 2.docx>

6.3) Appeals Process

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

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

- 1) Any classroom teacher subject to NY Education Law §3012-c and Subpart 30-2 who disagrees with his/her final rating (composite score) may submit a written statement outlining the basis for his/her disagreement, which shall be included in his or her file along with the disputed Annual Professional Performance Review.
- 2) Formal appeals of a final APPR may be filed in accordance with the procedures below. In a formal appeal of a final APPR, a classroom teacher may challenge only:

- (a) the substance of the individual's Annual Professional Performance Review;
- (b) the District's adherence to the standards and methodologies required by Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents for such Annual Professional Performance Reviews;
- (c) the District's compliance with negotiated procedures for conducting the Annual Professional Performance Review; or
- (d) the District's issuance and/or implementation of the terms of a Teacher Improvement Plan ("TIP") required by Education Law §3012-c.
- 3) Appeal to Administrator/Building Principal. Classroom teachers who have received a rating of Ineffective may appeal his/her rating to the Administrator/Building Principal who performed the review.
- 4) All appeals must be submitted in writing. The writing must explain in detail the specific basis for the challenge. All grounds for appeal must be raised with specificity within the initial appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. All supporting documentation or other written materials specific to the point(s) of disagreement and relevant to the resolution of the appeal must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. A teacher may not file multiple appeals regarding the same APPR or TIP. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.
- (a) An appeal must be submitted within fifteen school days of the receipt of the APPR and/or TIP which is the subject of the challenge, or it is deemed waived. For purposes of this appeal procedure, calendar days shall exclude the periods of the Winter, Mid-Winter and Spring recesses.
- (b) Upon receipt of the appeal, the Administrator/Building Principal involved will schedule a meeting to discuss the challenge will be scheduled within 5 school days of the receipt of the appeal. The appeal will be held in a timely and expeditious manner in accordance with 3012-c. The classroom teacher may be accompanied by a union representative at this meeting.
- (c) Within fifteen school days of the meeting, the Administrator/Building Principal who issued the APPR and/or TIP shall submit to the teacher a detailed written response to the Appeal. The response must include any additional documents or written materials that support the response and are relevant to the resolution of the appeal.
- (d) For any classroom teacher who received a rating of "effective" or "developing" the Administrator/Building Principal's determination shall be final. If the teacher disagrees with the determination, he/she may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.
- 5) Appeal to the Superintendent. Only a tenured teacher receiving an "ineffective" rating who disagrees with the Administration/Building Principal's response may file a further appeal to the Superintendent of Schools.
- a. The classroom teacher shall submit the initial appeal, the Administrator/Building Principal's response, and a written statement explaining in detail the reason(s) for disagreement with the response, to the Superintendent of Schools within seven school days of receipt of the Administrator/Building Principal's response.
- b. A meeting will be scheduled within 7 school days after receipt of the appeal. The tenured classroom teacher may be accompanied by a union representative at this meeting.
- c. The Superintendent or Superintendent's designee shall render a final determination on the challenge within ten school days thereafter. The decision of the Superintendent shall be final and binding on all the parties.
- 6) A challenge or determination under this appeal process shall not be the subject of a grievance, and arbitration provisions of the collective bargaining agreement shall not apply to any such challenge or determination. The teacher retains any defenses which he/she may have before a hearing officer in a 3020-a proceeding in challenging the allegation of a pattern of ineffective teaching or performance.
- 7) Nothing in this appeals process shall be construed to affect the District's statutory right to terminate the appointment of or deny tenure to a probationary teacher at any time including during the pendency of an appeal hereunder for statutorily and constitutionally permissible reasons other than the performance of the teacher in the classroom or school, including but not limited to misconduct. Any such termination or denial shall not in any way be subject to the grievance and arbitration provisions of the collective bargaining agreement

8) Exclusivity of section 3012-c appeal procedure: The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures, or to any other administrative or judicial forum, for the resolution of challenges and appeals related to a professional performance review and/or improvement plan

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.

Ellicottville Central School will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete individual performance reviews. Building Administrators have completed the five day NYSUT evaluators training and will update their skills as required in the 9 requirements of 30-2.9b.

The District will also utilize Cattaraugus/Allegany BOCES Network Team evaluator training and lead evaluator training and certification in accordance with the SED procedures and processes, and applicable staff development opportunities. Lead evaluator training will consist of at least 2 days per school year (or equivalent hours - 14 total hours). The Superintendent will certify evaluators and maintain records of certification of evaluators. Training will incorporate specific considerations in evaluating teachers of Training will include:

- NYS Teaching Standards
- ISLLC Standards
- Knowledge of ELL and Special Education regulations
- Evidence based observation grounded in research
- Application and use of growth percentile and value added growth model
- Application and use of any locally selected measures of student achievement used to evaluate teachers
- Use of Statewide Instructional Reporting System
- Lead Evaluator training provided by NYSUT
- Application and use of the New York State United Teachers (NYSUT)

Rubric for teacher evaluation

- Scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated ratings categories used for teacher's overall rating and their subcomponent ratings

Ellicottville Central School will ensure that evaluators maintain inter-rater reliability and they are re-certified on a regular basis and receive updated training on any changes in the law or regulations.

6.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:

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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
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6.6) Assurances -- Teachers

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

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

Created: 10/07/2013

Last updated: 07/10/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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):

	PK-6
	7-12
	(No response)

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

Please check the boxes below:

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

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

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

- If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
- Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
- If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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
	PK-6	State assessment	3-6 New York State Math and ELA Assessments
	7-12	State assessment	7-8 New York State Math and ELA Assessments and Math and ELA Regents Assessments and all applicable 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.

<p>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.</p>	<p>If the State provides growth scores for the above listed principal(s), and such scores represent less than 30% of the students supervised by that principal, the district will set SLOs for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided scores will then be weighted proportionately with the SLO result(s) for the final HEDI score for the principal(s). For SLOs, principals will receive HEDI points based on the percentage of students meeting or exceeding the district's minimum rigor expectation for growth on the listed NYS assessments, set by the principal using historical baseline data and approved by the Superintendent; AND the percentage of students with disabilities meeting or exceeding their individual growth targets on the listed NYS assessments, which will be established using historical baseline data by the principal with final approval by the Superintendent. A HEDI score will be determined based on the percentage of students in each subgroup meeting their respective targets (i.e. one HEDI score for students with disabilities, one HEDI score for students without disabilities). These HEDI scores will be combined proportionally, based on the number of students in each sub group.</p> <p>For students in Common Core Courses, in addition to the 2005 Learning Standards Regents Assessments, we will also offer the Common Core Regents Assessment using the higher score for APPR purposes so along as permitted by SED. When the 2005 Learning Standards Regents Assessments are no longer offered, only Common Core Regents Assessments will be used.</p>
<p>Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).</p>	<p>See attachment</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>See Attachment</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>See Attachment</p>
<p>Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).</p>	<p>See Attachment</p>

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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/681694-1ha0DqgRNw/7.3%20ELLICOTTVILLE%20CENTRAL%20SCHOOL%2020%20Points%20Local%20%20040115_ygg7aBK.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

n/a

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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
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
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
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
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)

Created: 10/07/2013

Last updated: 05/29/2015

For guidance on locally selected measures of student achievement or growth, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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
	PK-6	(d) measures used by district for teacher evaluation	AIMSWEB Grades K-6, K-6 ELA and Math
	7-12	(d) measures used by district for teacher evaluation	NYS US History Regents 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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Targets shall be approved by the Superintendent. Targets for individual student achievement will be established collaboratively between the principals and Superintendent and based on historical data. Regardless of how the target is established, the scoring bands listed below will be utilized to determine the number of points assigned to principals. The points will be assigned based on the percentage of students meeting or exceeding their target (see Table 8.1 below).</p> <p>For students enrolled in Common Core Courses, , in addition to the 2005 Learning Standards Regents Assessments, we will also offer the Common Core Regents Assessment using the higher score for APPR purposes so along as permitted by SED. When the 2005 Learning Standards Regents Assessments are no longer offered, only Common Core Regents Assessments will be used.</p> <p>Principals will earn HEDI points (0-20) or (0-15 once value added model is implemented) based on the percentage of students meeting or exceeding their individual achievement targets according to table 8.1.</p>
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.Evidence indicates exceptional student results.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.Evidence indicates significant student learning gains. Expectations for target meet district expectations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.Evidence indicates some student learning gains. Expectations for target nearly meet district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.Evidence indicates little to no student learning gains. Expectations for target is well below district expectations.

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/681887-qBFVOWF7fC/8-1%20ELLICOTTVILLE%20CENTRAL%20SCHOOL%20Admin%20-%2015%20pts%20local%20measure.docx%20040115.docx>

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and

English Language Learners in Grades 4-8

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

None

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.

HEDI scores will be weighted proportionately based on the number of students covered by each measure. Standard rounding rules will apply.

8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
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
Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
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
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
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
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
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

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
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: 10/07/2013

Last updated: 04/01/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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.

Rubric	Multidimensional Principal Performance Rubric
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":

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)
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):

Structured feedback from teachers using a State-approved tool	(No response)
Structured feedback from students using a State-approved tool	(No response)
Structured feedback from families using a State-approved tool	(No response)
School visits by other trained evaluators	(No response)
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:

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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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:

Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
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
Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
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.

Principals will be evaluated in each of the six domains of MPPR and will be assigned a HEDI score 1-4 (H=4, E=3, D=2, I=1). Within each domain, indicators will be scored (1-4) and an average computed for that individual domain. The overall score for the evaluation will then be computed by averaging the average scores of each individual domain. This will then be converted to the appropriate HEDI rating. Whenever rounding is necessary, generally accepted rules for rounding numbers will be used, but in no case will rounding result in movement between HEDI bands. The final composite score out of 100 will rounded to a whole number. The rubric scores listed on the chart (uploaded) are the minimum scores necessary to achieve the corresponding HEDI point value.

All multiple formal observations will be averaged together to arrive at an overall 1-4 rubric score. The average will be converted to a 0-60 HEDI score using the uploaded chart.

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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12205/682028-pMADJ4gk6R/9-7_Ellicottville_Central_School_60_Point_HEDI_Conversion_Chart_for_Administrators.docx

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

Highly Effective: Overall performance and results exceed standards.	59-60 points; Evidence gained through evaluation shows principal to be exceeding expectations.
Effective: Overall performance and results meet standards.	57-58 points; Evidence gained through evaluation shows principal to be meeting expectations.
Developing: Overall performance and results need improvement in order to meet standards.	46-56 points; Evidence gained through evaluation shows principal needs improvement in order to meet expectations.
Ineffective: Overall performance and results do not meet standards.	0-45 points; Evidence gained through evaluation shows principal does not meet expectations.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	46-56
Ineffective	0-45

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	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

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

10. Composite Scoring (Principals)

Created: 10/07/2013

Last updated: 03/12/2015

For guidance on Composite Scoring, see NYSED APPR Guidance section I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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	59-60
Effective	57-58
Developing	46-56
Ineffective	0-45

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: 10/07/2013

Last updated: 07/10/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Principal Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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
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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12168/682046-Df0w3Xx5v6/PIP%20Plan_1.docx

11.3) Appeals Process

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

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

- 1) Any principal subject to NY Education Law §3012-c and Subpart 30-2 who disagrees with his/her final rating (composite score) may submit a written statement outlining the basis for his/her disagreement, which shall be included in his or her file along with the disputed Annual Professional Performance Review.
- 2) Formal appeals of a final APPR may be filed in accordance with the procedures below. In a formal appeal of a final APPR, a

principal may challenge only:

(a) the substance of the individual's Annual Professional Performance Review:

(b) the District's adherence to the standards and methodologies required by Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents for such Annual Professional Performance Reviews;

(c) the District's compliance with negotiated procedures for conducting the Annual Professional Performance Review; or

(d) the District's issuance and/or implementation of the terms of a Principal's Improvement Plan ("PIP") required by Education Law §3012-c.

3) Appeal to the Administrator. Principals who have received a rating of Ineffective may appeal his/her rating to the Administrator who performed the review.

4) All appeals must be submitted in writing. The writing must explain in detail the specific basis for the challenge. All grounds for appeal must be raised with specificity within the initial appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. All supporting documentation or other written materials specific to the point(s) of disagreement and relevant to the resolution of the appeal must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. A principal may not file multiple appeals regarding the same APPR or PIP. In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.

(a) An appeal must be submitted within fifteen school days of the receipt of the APPR and/or PIP which is the subject of the challenge, or it is deemed waived.

(b) Upon receipt of the appeal, the Administrator involved will schedule a meeting to discuss the challenge will be scheduled within 5 school days of receipt of the appeal. The appeal will be timely and expeditious in accordance with 3012-c. The principal may be accompanied by a union representative at this meeting.

(c) Within fifteen school days of the meeting, the Administrator who issued the APPR and/or PIP shall submit to the principal a detailed written response to the Appeal. The response must include any additional documents or written materials that support the response and are relevant to the resolution of the appeal.

(d) For any principal who received a rating of "effective" or "developing" the Administrator's determination shall be final. If the principal disagrees with the determination, he/she may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.

5) Appeal to the Superintendent or designee. Only a tenured principal who receives a rating of "ineffective" may file a further appeal to the Superintendent of Schools or designee.

a. The principal shall submit the initial appeal, the Administrator's response, and a written statement explaining in detail the reason(s) for disagreement with the response, to the Superintendent of Schools or designee within seven school days of receipt of the Administrator's response.

b. A meeting will be scheduled within 7 days after receipt of the appeal to discuss the appeal.

c. The Superintendent or Superintendent's designee shall render a final determination on the challenge within ten school days thereafter. The decision of the Superintendent shall be final and binding on all the parties.

6) A challenge or determination under this appeal process shall not be the subject of a grievance, and arbitration provisions of the collective bargaining agreement shall not apply to any such challenge or determination. The principal retains any defenses which he/she may have before a hearing officer in a 3020-a proceeding in challenging the allegation of a pattern of ineffective performance.

7) Nothing in this appeals process shall be construed to affect the District's statutory right to terminate the appointment of or deny tenure to a probationary principal at any time including during the pendency of an appeal hereunder for statutorily and constitutionally permissible reasons other than the performance of the principal or school, including but not limited to misconduct. Any such termination or denial shall not in any way be subject to the grievance and arbitration provisions of the collective bargaining agreement

8) Exclusivity of section 3012-c appeal procedure: The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal's performance review and/or improvement plan. A

principal may not resort to any other contractual grievance procedures, or to any other administrative or judicial forum, for the

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resolution of challenges and appeals related to a professional performance review and/or improvement plan.

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

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

Training and Certification of Lead Evaluators and Evaluators

The Superintendent will be the lead evaluator for the evaluation of principals. The Board of Education will certify the Superintendent by resolution once training requirements are complete.

The Board of Education will recertify its lead evaluator on an regular basis taking into consideration any additional updated training that may be required in subsequent years.

The Superintendent as lead evaluator will ongoing comprehensive training on the Multidimensional Performance Principal Practice Rubric and ISLLC Standards.

Qualified Lead Evaluator successfully completed four days of training on the 9 elements prescribed in 8 NYCRR §30-2.9 (b). Lead evaluator training includes:

- (1) Comprehensive training on the Multidimensional Performance Principal Practice Rubric and ISLLC Standards
- (2) The New York State Teaching Standards, and their related elements and performance indicators/the Leadership Standards and their related functions;
- (3) Evidence-based observation techniques that are grounded in research;
- (4) Application and use of the student growth percentile model and the value-added growth model as defined in 8 NYCRR §30-2.2;
- (5) Application and use of the State-approved NYSUT Rubric for use in the evaluation of (classroom teachers), including training on the effective application of such rubric to observe a (classroom teacher's) practice;
- (6) Application and use of the assessment tools utilized to evaluate classroom teachers, including, but not limited to (structured portfolio reviews; student, parent, teacher, community feedback; professional growth goals; school improvement goals, etc.);
- (7) application and use of the State-approved locally selected measures of student achievement used to evaluate building principals;
- (8) The scoring methodology utilized by the Department used to evaluate a building principals under 8 NYCRR §30-2, including:
 - (a) How scores are generated for each subcomponent and the composite effectiveness score of building principals and
 - (b) application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the overall rating of (building principals) and their subcomponent ratings; and
- (9) Specific considerations in evaluating (building principals) of English language learners and students with disabilities.

Training on the use of the Statewide Instructional Reporting System, also required by 8NYCRR§30-2.9 (b), has been provided. Approximately two days per year of ongoing Lead Evaluator training for recertification will be scheduled.

Ellicottville Central School will ensure that lead evaluators and evaluators maintain inter-rater reliability and they are re-certified on a regular basis and receive updated training on any changes in the law or regulations. This will be achieved through CA BOCES and NYSUT training.

11.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:	Checked
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(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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
---	---------

11.6) Assurances -- Principals

Please check all of the boxes below:

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
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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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 06/12/2015

Last updated: 07/22/2015

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/3681932-3Uqgn5q9lu/15.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.

Form 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
Spanish I	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> Grades 3 and up: State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State <input type="radio"/> Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	ECS Developed Spanish I Assessment
Spanish II	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> Grades 3 and up: State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State <input type="radio"/> Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	ECS Developed Spanish II Assessment

3 rd Grade Library	<ul style="list-style-type: none"> ○ State Assessment ○ Grades 3 and up: State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State ○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	ECS Developed 3 rd Grade Library Assessment
4 th Grade Library	<ul style="list-style-type: none"> ○ State Assessment ○ Grades 3 and up: State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State ○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	ECS Developed 4 th Grade Library Assessment
6 th Grade Chorus	<ul style="list-style-type: none"> ○ State Assessment ○ Grades 3 and up: State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State ○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	ECS Developed 6 th Grade Chorus Assessment
1 st Grade Physical Education	<ul style="list-style-type: none"> ○ State Assessment ○ Grades 3 and up: State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State 	ECS Developed 1 st Grade Physical Education Assessment

	<ul style="list-style-type: none"> ○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	
Kindergarten Art	<ul style="list-style-type: none"> ○ State Assessment ○ Grades 3 and up: State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State ○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	ECS Developed Kindergarten Art Assessment
6 th Grade Instrumental Music	<ul style="list-style-type: none"> ○ State Assessment ○ Grades 3 and up: State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State ○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	ECS Developed 6 th Grade Instrumental Music Assessment
Kindergarten Resource Room	<ul style="list-style-type: none"> ○ State Assessment ○ Grades 3 and up: State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State ● Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	Kindergarten Level ELA AIMSWEB
1 st Grade Remedial Reading	<ul style="list-style-type: none"> ○ State Assessment ○ Grades 3 and up: State-approved 3rd party assessment 	Grade 1 ELA AIMSWEB

	<ul style="list-style-type: none"> ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State ● Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	
4 th Grade AIS	<ul style="list-style-type: none"> ● State Assessment ○ Grades 3 and up: State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State ○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	NYS ELA 4 th Grade Assessment
3 rd Grade Remedial Reading	<ul style="list-style-type: none"> ● State Assessment ○ Grades 3 and up: State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State ○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	NYS 3 rd Grade ELA Assessment
AIS 4 th Grade Math	<ul style="list-style-type: none"> ● State Assessment ○ Grades 3 and up: State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State ○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	NYS Grade 4 Math Assessment

<p>AIS Grade 6</p>	<ul style="list-style-type: none"> ● State Assessment ○ Grades 3 and up: State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State ○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	<p>NYS 6th Grade ELA Assessment</p>
<p>6th Grade Resource Room</p>	<ul style="list-style-type: none"> ● State Assessment ○ Grades 3 and up: State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State ○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	<p>NYS 6th Grade ELA Assessment</p>
<p>6th Grade Resource Room</p>	<ul style="list-style-type: none"> ● State Assessment ○ Grades 3 and up: State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State ○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	<p>NYS 6th Grade Math Assessment</p>
<p>Grades 7-8 Resource Room</p>	<ul style="list-style-type: none"> ● State Assessment ○ Grades 3 and up: State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State 	<p>NYS 7th and 8th Grade ELA Assessments</p>

	<ul style="list-style-type: none"> ○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	
Grades 10-12 Resource Room	<ul style="list-style-type: none"> ○ State Assessment ○ Grades 3 and up: State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State ○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	ECS Developed Grade 10 ELA Assessment
Back-up SLO for any teacher of Grades 4-8 ELA who does not receive a NYS Growth Score	<ul style="list-style-type: none"> ● State Assessment ○ Grades 3 and up: State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State ○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	Applicable NYS Grade 4-8 ELA Assessment
Back-up SLO for any teacher of Grades 4-8 Math who does not receive a NYS Growth Score	<ul style="list-style-type: none"> ● State Assessment ○ Grades 3 and up: State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State ○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	Applicable NYS Grade 4-8 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 student performance.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	

ELLICOTTVILLE CENTRAL SCHOOL

Based on the % of students achieving or surpassing their individual growth scores, teachers will earn HEDI points based on the chart below where a state growth score is not provided.

Grades K - 12

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
91+	86-90	81-85	79-80	77-78	75-76	73-74	71-72	69-70	67-68	66	65	58-64	55-57	52-54	49-51	46-48	41-45	28-40	15-27	14-0

* The District reserves the right to review all targets and require additional changes. The District is also responsible for ensuring that targets are representative of 1 year of growth.

Table 2.11

ELLCOTTVILLE CENTRAL SCHOOL

Table 3.3

Based on the % of students achieving or surpassing their locally set goals, teachers will earn HEDI points based on the chart below where a state growth score is provided.

Grades 4-8

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
91+	81-90	77-80	73-76	70-72	67-69	66	65	58-64	54-57	49-53	45-48	41-44	28-40	15-27	14-0

Based on the % of students achieving or surpassing their locally set goals, teachers will earn HEDI points based on the chart below where a state growth score is not provided.

This 20 point chart will be used until a Value-Added model is implemented.

Grades K - 12

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
91+	86-90	81-85	79-80	77-78	75-76	73-74	71-72	69-70	67-68	66	65	58-64	55-57	52-54	49-51	46-48	41-45	28-40	15-27	14-0

Table 3.3

ELLICOTTVILLE CENTRAL SCHOOL

Based on the % of students achieving or surpassing their individual growth scores, teachers will earn HEDI points based on the chart below where a state growth score is not provided.

Locally Selected Measures of Student Achievement Subcomponent

(If teacher did not receive value added state growth score)

Grades K - 12

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
91+	86-90	81-85	79-80	77-78	75-76	73-74	71-72	69-70	67-68	66	65	58-64	55-57	52-54	49-51	46-48	41-45	28-40	15-27	14-0

Table 3.13

Ellicottville Central School 60 Point HEDI Conversion Chart for Teachers

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-45		
1		0
1.1		5
1.2		10
1.3		15
1.4		20
1.5		25
1.6		30
1.7		35
1.8		40
1.9		45
Developing 46-56		
2		46
2.1		47
2.2		48
2.3		49
2.4		50
2.5		52
2.6		53
2.7		54
2.8		55
2.9		56
Effective 57-58		
3		57
3.1		57.3
3.2		57.5
3.3		57.8
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59.2
3.7		59.4
3.8		59.6
3.9		59.8
4		60

Table 4.5

6) Timeline for submission of evidence.

TIP Start Date/Review Dates _____

TIP End Date/Final Review _____

7) Analysis of evidence by supervisor and final summative rating

Administrator's Signature: _____ Date: _____

Employee's Signature: _____ Date: _____

(The employee's signature on Teacher Improvement Plan is required.)

ELLICOTTVILLE CENTRAL SCHOOL

Based on the % of students achieving or surpassing their individual growth scores, principals will earn HEDI points based on the chart below where a state growth score is not provided.

Grades K - 12

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
91+	86-90	81-85	79-80	77-78	75-76	73-74	71-72	69-70	67-68	66	65	58-64	55-57	52-54	49-51	46-48	41-45	28-40	15-27	14-0

* The District reserves the right to review all targets and require additional changes. The District is also responsible for ensuring that targets are representative of 1 year of growth.

Table 2.11

ELLCOTTVILLE CENTRAL SCHOOL

Based on the % of students achieving or surpassing their locally selected goals, principals will earn HEDI points based on the chart below when a value added model has been implemented.

Grades K-6

Grades 7-12

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
91+	81-90	77-80	73-76	70-72	67-69	66	65	58-64	54-57	49-53	45-48	41-44	28-40	15-27	14-0

Based on the % of students achieving or surpassing their locally selected goals, principals will earn HEDI points based on the chart below when a value added model has not been implemented.

Grades K - 12

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
91+	86-90	81-85	79-80	77-78	75-76	73-74	71-72	69-70	67-68	66	65	58-64	55-57	52-54	49-51	46-48	41-45	28-40	15-27	14-0

Table 8.1

Ellicottville Central School 60 Point HEDI Conversion Chart for Administrators

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-45		
1		0
1.1		5
1.2		10
1.3		15
1.4		20
1.5		25
1.6		30
1.7		35
1.8		40
1.9		45
Developing 46-56		
2		46
2.1		47
2.2		48
2.3		49
2.4		50
2.5		52
2.6		53
2.7		54
2.8		55
2.9		56
Effective 57-58		
3		57
3.1		57.3
3.2		57.5
3.3		57.8
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59.2
3.7		59.4
3.8		59.6
3.9		59.8
4		60

Table 9.7

PIP Start Date/Review Dates _____

PIP End Date/Final Review _____

7) Analysis of evidence by supervisor and final summative rating

Principal's Signature: _____ Date: _____

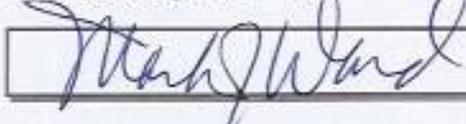
Superintendent's Signature: _____ Date: _____

(The principal's signature on Improvement Plan is required.)

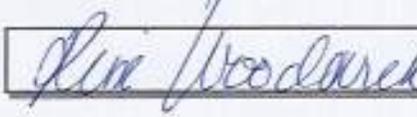
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent 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:

 7/22/15

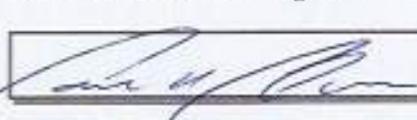
Teachers Union President Signature: Date:

 7/22/15

Administrative Union President Signature: Date:

 7/22/15

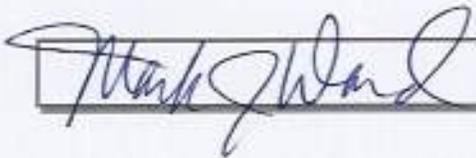
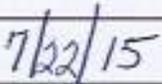
Board of Education President Signature: Date:

 7/22/15

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:

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