



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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

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

June 2, 2014

Revised

James Przepasniak, Superintendent
Evans-Brant Central School District
959 Beach Road
Angola, NY 14006

Dear Superintendent Przepasniak:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dr. David P. O'Rourke

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, April 22, 2014

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 141401060000

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

141401060000

1.2) School District Name: EVANS-BRANT CSD (LAKE SHORE)

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

EVANS-BRANT CSD (LAKE SHORE)

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, May 29, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Grade 4-5 ELA State Assessment
1	School-or BOCES-wide, group or team results based on State assessments	Grade 4-5 ELA State Assessment
2	School-or BOCES-wide, group or team results based on State assessments	Grade 4-5 ELA State Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

The Lake Shore Central School District Office in collaboration with the building principal will set the targets for the K-2 SLOs. Using the Building Level Mean Growth Percentile (MGP), the K-2 teachers’ SLO will use the outcome of the 4th and 5th grade [ELA] assessment for their building. See the MGP to HEDI point conversion chart in 2.11.

For 3rd grade, the district, using multiple forms of baseline data, has set a minimum rigor expectation for growth of 3 or higher on the State assessment. HEDI points will be assigned based on the percentage of students on a teacher’s roster who meet or

exceed the growth target.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See upload in 2.11 - MGP to HEDI Conversion Chart See upload SLO Minimum Rigor Expectation Chart
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See upload in 2.11 - MGP to HEDI Conversion Chart See upload SLO Minimum Rigor Expectation Chart
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See upload in 2.11 - MGP to HEDI Conversion Chart See upload SLO Minimum Rigor Expectation Chart
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See upload in 2.11 - MGP to HEDI Conversion Chart See upload SLO Minimum Rigor Expectation Chart

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Grade 4-5 Math State Assessment
1	School-or BOCES-wide, group or team results based on State assessments	Grade 4-5 Math State Assessment
2	School-or BOCES-wide, group or team results based on State assessments	Grade 4-5 Math State Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Lake Shore Central School District Office in collaboration with the building principal will set the targets for the K-2 SLOs. Using the Building Level Mean Growth Percentile (MGP), the K-2 teachers' SLO will use the outcome of the 4th and 5th grade [Math] assessment for their building. See the MGP to HEDI point conversion chart in 2.11. For 3rd grade, the district, using multiple forms of baseline data, has set a minimum rigor expectation for growth of 3 or higher on the State assessment. HEDI points will be assigned based on the percentage of students on a teacher's roster who meet or exceed the growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See upload in 2.11 - MGP to HEDI Conversion Chart See upload SLO Minimum Rigor Expectation Chart
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See upload in 2.11 - MGP to HEDI Conversion Chart See upload SLO Minimum Rigor Expectation Chart
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See upload in 2.11 - MGP to HEDI Conversion Chart See upload SLO Minimum Rigor Expectation Chart

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

See upload in 2.11 - MGP to HEDI Conversion Chart
See upload SLO Minimum Rigor Expectation Chart

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Evans-Brant-developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	Evans-Brant-developed 7th Grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district, using multiple forms of baseline data, has set a minimum rigor expectation for growth. For grades 6 and 7, the growth expectation is a 65 or higher. For grade 8, the growth expectation is a 3 or higher. HEDI points will be assigned based on the percentage of students on a teacher's roster who meet or exceed the growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached SLO Minimum Rigor Expectation Chart in 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached SLO Minimum Rigor Expectation Chart in 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached SLO Minimum Rigor Expectation Chart in 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached SLO Minimum Rigor Expectation Chart in 2.11.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Evans-Brant-developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Evans-Brant-developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Evans-Brant-developed 8th Grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district, using multiple forms of baseline data, has set a minimum rigor expectation for growth of 65 or higher on the local assessments for each grade level. HEDI points will be assigned based on the percentage of student who meet or exceed the minimum rigor expectation.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached SLO Minimum Rigor Expectation Chart in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	See attached SLO Minimum Rigor Expectation Chart in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached SLO Minimum Rigor Expectation Chart in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached SLO Minimum Rigor Expectation Chart in 2.11.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	NYSED 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.	The district, using multiple forms of baseline data, has set a minimum rigor expectation for growth of 65 or higher on the applicable Regents assessments. HEDI points will be assigned based on the percentage of students on a teacher's roster who meet or exceed the growth target. For Global 1, HEDI points will be assigned based on the school-wide percentage of students who meet or exceed the minimum rigor expectation on the NYS Global Regents assessments.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11 - SLO Minimum Rigor Expectation Chart

Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11 - SLO Minimum Rigor Expectation Chart
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11 - SLO Minimum Rigor Expectation Chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11 - SLO Minimum Rigor Expectation Chart

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district, using multiple forms of baseline data, has set a minimum rigor expectation for growth of 65 or higher on the applicable Regents assessments. HEDI points will be assigned based on the percentage of students on a teacher's roster who meet or exceed the growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11 - SLO Minimum Rigor Expectation Chart
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11 - SLO Minimum Rigor Expectation Chart
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11 - SLO Minimum Rigor Expectation Chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11 - SLO Minimum Rigor Expectation Chart

2.8) High School Math Regents Courses

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

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

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

Algebra 2	Regents assessment	Regents assessment
-----------	--------------------	--------------------

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district, using multiple forms of baseline data, has set a minimum rigor expectation for growth of 65 or higher on the applicable Regents assessments. HEDI points will be assigned based on the percentage of students on a teacher's roster who meet or exceed the growth target. For Algebra 1, in the 2013-14 school year, the district will administer both the NYS Integrated and Common Core Algebra Regents assessments. The higher of the two scores for each student will be used to determine whether or not the growth target has been met. Thereafter, the district will only administer the NYS Common Core Algebra 1 Regents assessment.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11 - SLO Minimum Rigor Expectation Chart
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11 - SLO Minimum Rigor Expectation Chart
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11 - SLO Minimum Rigor Expectation Chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11 - SLO Minimum Rigor Expectation Chart

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	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents Assessment
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive 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, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district, using multiple forms of baseline data, has set a minimum rigor expectation for growth of 65 or higher on the applicable Regents assessments. HEDI points will be assigned based on the percentage of students on a teacher's roster who meet or exceed the growth target. For Grade 9 and 10 ELA, HEDI points will be assigned based on the school-wide percentage of students who meet or exceed the minimum rigor expectation on the NYS Comprehensive English Regents assessment.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11 - SLO Minimum Rigor Expectation Chart
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11 - SLO Minimum Rigor Expectation Chart
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11 - SLO Minimum Rigor Expectation Chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11 - SLO Minimum Rigor Expectation Chart

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other high school teachers not named above	School/BOCES-wide/group/team results based on State	New York State Comprehensive English Regents Assessment
All other middle school teachers not named above	School/BOCES-wide/group/team results based on State	NYSED ELA Assessments 6-8
All other elementary teachers not named above	School/BOCES-wide/group/team results based on State	NYSED ELA Assessment Grades 4-5

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district, using multiple forms of baseline data, has set minimum rigor expectations for growth of 3 or higher on 3-8 State assessments and 65 or higher on Regents assessments. HEDI points will be assigned based on the school-wide percentage of students who meet or exceed the minimum rigor expectations for growth on the assessments listed above.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See upload SLO Minimum Rigor Expectation Chart
Effective (9 - 17 points) Results meet District goals for similar students.	See upload SLO Minimum Rigor Expectation Chart

Developing (3 - 8 points) Results are below District goals for similar students.	See upload SLO Minimum Rigor Expectation Chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See upload SLO Minimum Rigor Expectation Chart

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/547788-TXEttx9bQW/Conversion Charts for Task 2 - SLO Minimum Rigor Expectation Chart and MGP to HEDI Conversion Chart.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.

NA

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, May 06, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 4th Grade ELA Local Assessment
5	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 5th Grade ELA Local Assessment
6	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 6th Grade ELA Local Assessment
7	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 7th Grade ELA Local Assessment
8	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 8th Grade ELA Local 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.	HEDI points will be assigned based on the percentage of students who score a 65 or higher (55 or higher for special education, 504, and declassified students with testing accommodations) on the local assessment. The uploaded 20 point conversion chart will be used until the Value-Added
--	---

measure is implemented.

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

See Local Assessment Table attached in 3.3.

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

See Local Assessment Table attached in 3.3.

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

See Local Assessment Table attached in 3.3.

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

See Local Assessment Table attached in 3.3.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 4th Grade Math Local Assessment
5	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 5th Grade Math Local Assessment
6	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 6th Grade Math Local Assessment
7	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 7th Grade Math Local Assessment
8	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 8th Grade Math Local 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.

HEDI points will be assigned based on the percentage of students who score a 65 or higher (55 or higher for special education, 504, and declassified students with testing accommodations) on the local assessment. The uploaded 20 point conversion chart will be used until the Value-Added measure is implemented.

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

See Local Assessment Table attached in 3.3.

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

See Local Assessment Table attached in 3.3.

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

See Local Assessment Table attached in 3.3.

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

See Local Assessment Table attached in 3.3.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/547789-rhJdBgDruP/Local Assessment Scoring Targets and Points for Task 3.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.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	Evans-Brant District-developed K Grade ELA Local Assessment
1	5) District, regional, or BOCES-developed assessments	Evans-Brant District-developed 1st Grade ELA Local Assessment
2	5) District, regional, or BOCES-developed assessments	Evans-Brant District-developed 2nd Grade ELA Local Assessment
3	5) District, regional, or BOCES-developed assessments	Evans-Brant District-developed 3rd Grade ELA Local 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.	HEDI points will be assigned based on the percentage of students who score a 65 or higher (55 or higher for special education, 504, and declassified students with testing accommodations) on the local assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	Evans-Brant District-developed K Grade Math Local Assessment

1	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 1st Grade Math Local Assessment
2	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 2nd Grade Math Local Assessment
3	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 3rd Grade Math Local 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.	HEDI points will be assigned based on the percentage of students who score a 65 or higher (55 or higher for special education, 504, and declassified students with testing accommodations) on the local assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 6th Grade Science Local Assessment
7	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 7th Grade Science Local Assessment
8	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 8th Grade Science Local 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.	HEDI points will be assigned based on the percentage of students who score a 65 or higher (55 or higher for special education, 504, and declassified students with testing accommodations) on the local assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 6th Grade Social Studies Local Assessment
7	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 7th Grade Social Studies Local Assessment
8	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed 8th Grade Social Studies Local 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.	HEDI points will be assigned based on the percentage of students who score a 65 or higher (55 or higher for special education, 504, and declassified students with testing accommodations) on the local assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.

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

See Local Assessment Table attached in 3.13.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES-developed assessments	Evans-Brant District-developed Global 1 Local Assessment
Global 2	5) District, regional, or BOCES-developed assessments	Evans-Brant District-developed Global 2 Local Assessment
American History	5) District, regional, or BOCES-developed assessments	Evans-Brant District-developed American History Local 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.	HEDI points will be assigned based on the percentage of students who score a 65 or higher (55 or higher for special education, 504, and declassified students with testing accommodations) on the local assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed Living Environment Local Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed Earth Science Local Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed Chemistry Local Assessment
Physics	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed Physics Local Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be assigned based on the percentage of students who score a 65 or higher (55 or higher for special education, 504, and declassified students with testing accommodations) on the local assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed Algebra 1 Local Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed Geometry Local Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed Algebra 2 Local Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be assigned based on the percentage of students who score a 65 or higher (55 or higher for special education, 504, and declassified students with testing accommodations) on the local assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed English 9 Local Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed English 10 Local Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Evans-Brant District-developed English 11 Local Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be assigned based on the percentage of students who score a 65 or higher (55 or higher for special education, 504, and declassified students with testing accommodations) on the local assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Reading K-5	6(ii) School wide measure computed locally	Evans-Brant K-5 Local ELA Assessments
All other teachers not named above or below	5) District/regional/BOCES–developed	Evans-Brant District-developed subject specific local assessments
ALPHA (Gifted and Talented)	6(ii) School wide measure computed locally	Evans-Brant K-5 Local ELA Assessments
Special Education Consultant Teachers	6(ii) School wide measure computed locally	Evans-Brant Grade and Subject Specific Local Assessments
Traveling Reading Teacher	6(ii) School wide measure computed locally	Evans-Brant K-5 Local ELA Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be assigned based on the percentage of students who score a 65 or higher (55 or higher for special education, 504, and declassified students with testing accommodations) on the local assessment. Where school-wide measures are indicated, HEDI points will be assigned based on the school-wide percentage of students who meet or exceed the achievement target on the listed assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See Local Assessment Table attached in 3.13.

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

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/547789-y92vNseFa4/Local Assessment Scoring Targets and Points Task 3.pdf

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.

NA

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.

Where teachers have more than one measure, HEDI scores for each measure will be weighted proportionately based on the number of students covered by each measure. Normal rounding rules will be applied in the event that a combined HEDI score results in a decimal.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, May 29, 2014

Page 1

4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
---------------------------------------	---

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

4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Observation (announced) – 20 points (out of 60 for Other Measures)

18-20 points - Highly Effective

9-17 points - Effective

3-8 points - Developing

0-2 points - Ineffective

During an announced observation, Domains 1, 2, and 3 are assessed from the Danielson rubric. An evaluator gathers evidence from each of the components in the Domains 1, 2 and 3. Highly Effective scores are 5 points. Effective scores are 4 points. Developing scores are 2 points, and Ineffective scores are 0 points. All 6 components of Domain 1 are assessed. All 5 components of Domain 2 are assessed. All 5 components of Domain 3 are assessed. All 16 components will full value equal 80 points. The 80 points equals a 20 point conversion when we divide the total number by four. Teachers can receive any score point between 0 and 20 for this formal announced observation. The Observation Form is attached. For probationary teachers, each observation will result in a score from 0-20 using the above process. These 0-20 scores will be averaged at the end of the year to calculate the final formal observation score. Normal rounding rules will apply.

Walk-Throughs (two unannounced) - 20 points (10 points each) (out of 60 for Other Measures)

Page 3

18-20 points - Highly Effective

9-17 points - Effective

3-8 points - Developing

0-2 points - Ineffective

During two unannounced Walk-Throughs, Domains 1, 2, and 3 are assessed. The walk-through has a full value of 10 points. There are two unannounced walk-throughs per teacher for a total score point of 20 points out of 60. The Walk-Through Form has ten components. Each component is worth 1 point. During the walk-through, the teachers can receive one point for each component that is evident during the this unannounced observation. Each walk-through can be scored up to 10 points, and there are two walk-throughs per school year. Since the announced observation includes all components from Domains 1, 2, and 3, this unannounced observation contains 10 components that were piloted by committee members to ensure that they are items evaluators should see each time there is a classroom walk-through. The Walk-Through Form is attached. Each component will be assessed based on the HEDI rating categories, and a score of 0 or 1 will be assigned. A score of 1 will be earned where the performance is rated as Effective or Highly Effective.

The remaining 20 points are allocated to a structured review of artifacts aligned with Domain 4 of the Danielson rubric. The 0-20 structured review score will be assigned based on a totality of the evidence/artifacts provided by the teacher. Ineffective will be assigned 0-2 points, Developing will be assigned 3-8 points, Effective will be assigned 9-17, and Highly Effective will be assigned 18-20 points.

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

assets/survey-uploads/12179/547790-eka9yMJ855/Task 4 Forms Upload - Observation and Walk-Through_2.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Overall performance and results exceed standards. Points were locally negotiated and assigned as indicated in 4.5. All components are scored by a trained administrator. See uploads in 4.5.
Effective: Overall performance and results meet NYS Teaching Standards.	Points were locally negotiated and assigned as indicated in 4.5. All components are scored by a trained administrator. See uploads in 4.5.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Points were locally negotiated and assigned as indicated in 4.5. All components are scored by a trained administrator. See uploads in 4.5.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Points were locally negotiated and assigned as indicated in 4.5. All components are scored by a trained administrator. See uploads in 4.5.

Provide the ranges for the 60-point scoring bands.

Highly Effective	54-60
Effective	27-53
Developing	9-26
Ineffective	0-8

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	3
Informal/Short	2
Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	2
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 tenured teachers be done in person, by video, or both?

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, April 22, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

Results are well above District- or BOCES-adopted expectations for 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	54-60
Effective	27-53
Developing	9-26
Ineffective	0-8

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, May 30, 2014

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/547792-Df0w3Xx5v6/Teacher Improvement Plan Form 13-14.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

TIME FRAME FOR FILING APPEAL

Appeals of an annual professional performance review must be submitted in writing to the District evaluator and the Superintendent no later than 10 business days after receipt by the teacher or principal of a copy of the APPR. The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

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

TIME FRAME FOR DISTRICT

Within 10 business days of receipt of an appeal, the school district evaluator who issued the performance review must submit a detailed written response concerning the appeal to the Superintendent and individual filing the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

Within 15 business days of receipt of an appeal, the Superintendent of Schools will schedule a meeting with the employee, their Association representative and the District evaluator responsible for the APPR to discuss the reason(s), for the appeal. The appeal documents, related information or supporting statements, will be presented, to the Superintendent.

DECISION-MAKER ON APPEAL

The Superintendent shall render a final decision on all appeals filed.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 business days from the date upon which the teacher or principal filed his or her appeal. The appeal shall be based solely on the written record, comprised of the teacher's or principal's appeal papers and any documentary evidence which accompanied the appeal, as well as the school district's evaluators response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final and binding on the parties, and shall not be subject to any further appeal through any other process including grievance or arbitration procedures contained within the parties' collective bargaining agreement, adjudication before an administrative body or individual (including but not limited to the Commissioner of Education) or court action.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's or principal's appeal. If an appeal is sustained in whole or in part, the Superintendent may set aside a rating and direct that a new evaluation (or portion thereof) be conducted, or award such other relief as he/she deems appropriate under the circumstances. A copy of the decision shall be provided to the teacher or principal and the District evaluator.

Appeals are allowed for all grounds listed in Education Law 3012C.

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.

Evans-Brant will ensure that all evaluators are trained and that lead evaluators, who complete an individual's performance review, will be certified to conduct evaluations, consistent with regulations. The Superintendent will certify and re-certify all lead evaluators in all 9 required elements as per NYSED. The 9 elements are listed in the Commissioner's regulations. The Board of Education approves the certification and re-certification of all lead evaluators yearly.

Evans-Brant will ensure that lead evaluators maintain inter-rater reliability over time. This inter-rater reliability training and re-certification training will occur during Summer Retreat meetings, at BOCES, specialized training meetings, update and review sessions and Administrative Cabinet meetings set by the district. The evaluators will use NYSED guidance documents and training materials as well as participate in training provided by NYSED, the Assistant Superintendent for Instruction and BOCES when applicable.

Inter-rater reliability occurs with training around the rubric, co-observations, and monthly review of the rubric with indicators of evidence at the component level. Training occurs for all 100 points including testing security, observations, Evidence Folders, and Walk-Throughs. Training is provided on the forms, point allocations and evidence-based scoring.

Training will be approximately 5 hours per month per evaluator.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

- | | |
|---|---------|
| 6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured. | Checked |
| 6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured. | Checked |

6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Tuesday, June 25, 2013

Page 1

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

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

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

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

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

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

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	NA
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	NA
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	NA
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	NA
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	NA

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in 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.

NA

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, May 22, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	K-5 Evans-Brant Locally-Developed Assessments in ELA and Math
6-8	(d) measures used by district for teacher evaluation	6-8 Evans-Brant Locally-Developed Assessments in ELA and Math
9-12	(d) measures used by district for teacher evaluation	9-12 Evans-Brant Locally-Developed Assessments in ELA and Math

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.	Principals' HEDI scores will be assigned based on the percentage of students in their building who meet or exceed the achievement target of 65 or higher (55 or higher for special education, 504, and declassified students with testing accommodations) on local ELA and math assessments. The uploaded 20 point conversion charts will be used until the Value-Added measure is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachments in 8.1.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachments in 8.1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachments in 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachments in 8.1.

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

(No response)

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

assets/survey-uploads/12190/547794-qBFVOWF7fC/Local Assessment Scoring Targets and Points for Task 8.docx

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

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

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

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
Does not apply		

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

NA

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 for each measure will be weighted proportionately based on the number of students covered by each measure. Normal rounding rules will be applied in the event that a combined HEDI score results in a decimal.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, May 23, 2014

Page 1

9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
---	---

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](#)

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

MPPR - 60 points

At least two announced site visits

Unannounced visits - minimum 1

Formative assessment in March - points will be allocated that have been collected at that point

Structured review of evidence and artifacts during site visits including review of school documents, records, and/or state accountability processes.

Full use of the rubric - all components/ISLLC standards assessed

54-60 Highly Effective

27-53 Effective

9-26 Developing

0-8 Ineffective

The evaluator of principals tallies points from the rubric up to 88 points during site visits and analysis of evidence during goal setting and visits. The 88 points is defined as:

Domain 1 (8 points)

Culture – 4 points

Sustainability – 4 points

Domain 2 (20 points)

Culture – 4 points

Instructional Program – 4 points

Capacity Building – 4 points

Sustainability– 4 points

Strategic Planning Process: monitoring/inquiry– 4 points

Domain 3 (16 points)

Capacity Building – 4 points

Culture– 4 points

Sustainability– 4 points

Instructional Program– 4 points

Domain 4 (12 points)

Strategic Planning Process: Inquiry– 4 points

Culture– 4 points

Sustainability– 4 points

Domain 5 (8 points)

Sustainability– 4 points

Culture– 4 points

Domain 6 (8 points)

Sustainability– 4 points

Culture– 4 points

Other: Goal Setting and Attainment (16 points)

Uncovering Goals (Align and Define) – 4 points

Strategic Planning (Prioritize and Strategize) – 4 points

Taking Action (Mobilize, Monitor and Refine) – 4 points

Evaluating Attainment (Document: Insights, Accomplishments, New questions, Implications for moving forward and Next Steps) – 4 points

Highly Effective performance indicators in each dimension are equal to 4 points. Effective performance indicators are worth 3 points. Developing performance indicators are worth 2 points. Ineffective performance indicators are one point. If there is no evidence observed or if the evidence does not fit any of the domains, dimensions or performance indicators, a zero shall be applied. We have a conversion chart attached which shows that 88 points is = to 60 and then it is converted from accordingly to include 0. See attached for the conversion chart. If all components of the rubric are rated ineffective, then a score of 0 will be assigned.

The final score for each component of the rubric is based on all of the evidence collected and observed over the course of the school year.

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

assets/survey-uploads/12205/547795-pMADJ4gk6R/Lakeshore Sample 9.7 Upload for Principal Conversion chart.doc

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

Highly Effective: Overall performance and results exceed standards.	54-60 Highly Effective. Overall performance and results exceed standards. MPPR performance and artifacts demonstrate that the principal is highly effective and is well-above district expectations. See attached conversion table. Each performance indicator in the rubric is tallied up to 88 points. A full 88 points = 60. The conversion chart demonstrates how a principal gets 54-60.
Effective: Overall performance and results meet standards.	27-53 Effective Overall performance and results meet standards. MPPR performance and artifacts demonstrate that the principal is effective and meets district expectations. See attached conversion table. Each indicator in the rubric is tallied up to 88 points. A full 88 points = 60. The conversion chart demonstrates how a principal gets 27-53.
Developing: Overall performance and results need improvement in order to meet standards.	9-26 Developing Overall performance and results need improvement in order to meet

standards.
 MPPR performance and artifacts demonstrate that the principal is developing and is below district expectations.
 See attached conversion table. Each indicator in the rubric is tallied up to 88 points. A full 88 points = 60. The conversion chart demonstrates how a principal gets 9-26.

Ineffective: Overall performance and results do not meet standards.

0-8 Ineffective
 Overall performance and results do not meet standards.
 MPPR performance and artifacts demonstrate that the principal is Ineffective and is well-below district expectations.
 See attached conversion table. Each indicator in the rubric is tallied up to 88 points. A full 88 points = 60. The conversion chart demonstrates how a principal gets 0-8.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60 Highly Effective
Effective	27-53 Effective
Developing	9-26 Developing
Ineffective	0-8 Ineffective

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, June 25, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	54-60
Effective	27-53
Developing	9-26
Ineffective	0-8

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Thursday, May 22, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/129355-Df0w3Xx5v6/Principal Improvement Plan form revised.pdf](#)

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:

TIME FRAME FOR FILING APPEAL

Appeals of an annual professional performance review must be submitted in writing to the District evaluator and the Superintendent no later than 10 business days after receipt by the teacher or principal of a copy of the APPR. The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

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

TIME FRAME FOR DISTRICT

Within 10 business days of receipt of an appeal, the school district evaluator who issued the performance review must submit a detailed written response concerning the appeal to the Superintendent and individual filing the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

Within 15 business days of receipt of an appeal, the Superintendent of Schools will schedule a meeting with the employee, their Association representative and the District evaluator responsible for the APPR to discuss the reason(s), for the appeal. The appeal documents, related information or supporting statements, will be presented, to the Superintendent.

DECISION-MAKER ON APPEAL

The Superintendent shall render a final decision on all appeals filed.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 business days from the date upon which the teacher or principal filed his or her appeal. The appeal shall be based solely on the written record, comprised of the teacher's or principal's appeal papers and any documentary evidence which accompanied the appeal, as well as the school district's evaluators response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final and binding on the parties, and shall not be subject to any further appeal through any other process including grievance or arbitration procedures contained within the parties' collective bargaining agreement, adjudication before an administrative body or individual (including but not limited to the Commissioner of Education) or court action.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's or principal's appeal. If an appeal is sustained in whole or in part, the Superintendent may set aside a rating and direct that a new evaluation (or portion thereof) be conducted, or award such other relief as he/she deems appropriate under the circumstances. A copy of the decision shall be provided to the teacher or principal and the District evaluator.

Appeals are allowed for all grounds listed in Education Law 3012C.

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.

Evans-Brant will ensure that all evaluators are trained and that lead evaluators, who complete an individual's performance review, will be certified to conduct evaluations, consistent with regulations. The Superintendent will certify and re-certify all lead evaluators in all 9 required elements as per NYSED. The 9 elements are listed in the Commissioner's regulations. The Board of Education approves the certification and re-certification of all lead evaluators yearly.

Evans-Brant will ensure that lead evaluators maintain inter-rater reliability over time. This inter-rater reliability training and re-certification training will occur during Summer Retreat meetings, at BOCES and Administrative Cabinet meetings set by the district. The evaluators will use NYSED guidance documents and training materials as well as participate in training provided by NYSED, the Assistant Superintendent for Instruction and BOCES when applicable.

Inter-rater reliability occurs with training around the rubric, co-observations, and monthly review of the rubric with indicators of evidence at the component level. Training occurs for all 100 points including testing security, observations, Evidence Folders, and

Walk-Throughs. Training is provided on the forms, point allocations and evidence-based scoring.

Training will occur at about 5.5 hours per month.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
---	---------

11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
--	---------

11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Friday, May 30, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/547798-3Uqgn5g9Iu/Signatures.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.

LOCAL ASSESSMENT DECISIONS*

LOCAL ASSESSMENT TARGET FOR GENERAL EDUCATION

65% of students will get a 65% or above on the local assessment.

LOCAL ASSESSMENT SCORING TARGET POINTS FOR GENERAL EDUCATION STUDENTS																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
65-100%	62-64%	59-61%	56-58%	54-55%	52-53%	50-51%	48-49%	46-47%	44-45%	42-43%	40-41%	39%	26-28%	23-25%	20-22%	17-19%	14-16%	11-13%	8-10%	0-7%

LOCAL ASSESSMENT TARGET FOR SPECIAL EDUCATION, 504, DECLASSIFIED STUDENTS WITH TESTING ACCOMMODATIONS

65% of students will get a 55% or above on the local assessment.

LOCAL ASSESSMENT SCORING TARGET POINTS FOR SPECIAL EDUCATION, 504, DECLASSIFIED STUDENTS WITH TESTING ACCOMMODATIONS																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
65-100%	62-64%	59-61%	56-58%	54-55%	52-53%	50-51%	48-49%	46-47%	44-45%	42-43%	40-41%	39%	26-28%	23-25%	20-22%	17-19%	14-16%	11-13%	8-10%	0-7%

*20 Point Scales are for educators for whom there is no approved Value-Added measure of student growth.

Last modified December 2013

LOCAL ASSESSMENT DECISIONS*

LOCAL ASSESSMENT TARGET FOR GENERAL EDUCATION

65% of students will get a 65% or above on the local assessment.

LOCAL ASSESSMENT SCORING TARGET POINTS FOR GENERAL EDUCATION STUDENTS															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
65-100%	61-64%	56-60%	51-55%	46-50%	41-45%	36-40%	31-35%	26-30%	21-25%	16-20%	11-15%	6-10%	4-5%	2-3%	0-1%

LOCAL ASSESSMENT TARGET FOR SPECIAL EDUCATION, 504, DECLASSIFIED STUDENTS WITH TESTING ACCOMMODATIONS

65% of students will get a 55% or above on the local assessment.

LOCAL ASSESSMENT SCORING TARGET POINTS FOR SPECIAL EDUCATION, 504, DECLASSIFIED STUDENTS WITH TESTING ACCOMMODATIONS															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
65-100%	61-64%	56-60%	51-55%	46-50%	41-45%	36-40%	31-35%	26-30%	21-25%	16-20%	11-15%	6-10%	4-5%	2-3%	0-1%

*20 Point Scales are for educators for whom there is no approved Value-Added measure of student growth.

Last modified December 2013

LOCAL ASSESSMENT DECISIONS*

LOCAL ASSESSMENT TARGET FOR GENERAL EDUCATION

65% of students will get a 65% or above on the local assessment.

LOCAL ASSESSMENT SCORING TARGET POINTS FOR GENERAL EDUCATION STUDENTS																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
65-100%	62-64%	59-61%	56-58%	54-55%	52-53%	50-51%	48-49%	46-47%	44-45%	42-43%	40-41%	39-39%	26-28%	23-25%	20-22%	17-19%	14-16%	11-13%	8-10%	0-7%

LOCAL ASSESSMENT TARGET FOR SPECIAL EDUCATION, 504, DECLASSIFIED STUDENTS WITH TESTING ACCOMMODATIONS

65% of students will get a 55% or above on the local assessment.

LOCAL ASSESSMENT SCORING TARGET POINTS FOR SPECIAL EDUCATION, 504, DECLASSIFIED STUDENTS WITH TESTING ACCOMMODATIONS																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
65-100%	62-64%	59-61%	56-58%	54-55%	52-53%	50-51%	48-49%	46-47%	44-45%	42-43%	40-41%	39-39%	26-28%	23-25%	20-22%	17-19%	14-16%	11-13%	8-10%	0-7%

*20 Point Scales are for educators for whom there is no approved Value-Added measure of student growth in 2013-2014.

Last modified December 2013

LOCAL ASSESSMENT DECISIONS*

LOCAL ASSESSMENT TARGET FOR GENERAL EDUCATION

65% of students will get a 65% or above on the local assessment.

LOCAL ASSESSMENT SCORING TARGET POINTS FOR GENERAL EDUCATION STUDENTS															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
65-100%	61-64%	56-60%	51-55%	46-50%	41-45%	36-40%	31-35%	26-30%	21-25%	16-20%	11-15%	6-10%	4-5%	2-3%	0-1%

LOCAL ASSESSMENT TARGET FOR SPECIAL EDUCATION, 504, DECLASSIFIED STUDENTS WITH TESTING ACCOMMODATIONS

65% of students will get a 55% or above on the local assessment.

LOCAL ASSESSMENT SCORING TARGET POINTS FOR SPECIAL EDUCATION, 504, DECLASSIFIED STUDENTS WITH TESTING ACCOMMODATIONS															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
65-100%	61-64%	56-60%	51-55%	46-50%	41-45%	36-40%	31-35%	26-30%	21-25%	16-20%	11-15%	6-10%	4-5%	2-3%	0-1%

*20 Point Scales are for educators for whom there is no approved Value-Added measure of student growth in 2013-2014.

Last modified December 2013

LAKE SHORE CENTRAL SCHOOLS TEACHER OBSERVATION FORM

NAME:

BUILDING:

DATE:

GRADE:

SUBJECT:

TIME:

KEY:	H-Highly Effective (5)	E-Effective (4)	D-Developing (2)	I-Ineffective (0)	S-Score
-------------	-------------------------------	------------------------	-------------------------	--------------------------	----------------

PLANNING AND PREPARATION – The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

	H	E	D	I	S	Comments
Demonstrates knowledge of the content and content-related pedagogy						
Demonstrates knowledge of students						
Setting instructional outcomes						
Demonstrating knowledge of resources						
Designing coherent instruction						
Designing student assessments						

THE CLASSROOM ENVIRONMENT – The teacher shall demonstrate classroom management skills supportive of diverse student learning needs that create an environment conducive to student learning.

	H	E	D	I	S	Comments
Creating an environment of respect and rapport						
Establishing a culture for learning						
Managing classroom procedures						
Managing student behavior						
Organizing physical space						

INSTRUCTION – The teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning.

	H	E	D	I	S	Comments
Communicating clearly and accurately						
Using questioning and discussion techniques						
Engaging students in learning						
Using assessment in instruction						
Demonstrating flexibility and responsiveness						

Final Score

Final Score Divided by 4 (This score will be applied to the APPR.)

Administrator's Signature

Date

Teacher's Signature

Date

The employee's signature is required and indicates receipt of a copy of the evaluation and does not indicate agreement, understanding, or acceptance of the conclusions reached by the evaluator. Source: *Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching*, by Charlotte Danielson, Alexandria, VA: ASCD, 2008. Used by permission. All rights reserved. Learn more about ASCD at www.ascd.org.

LAKE SHORE CENTRAL SCHOOLS TEACHER OBSERVATION FORM

<p style="text-align: center;">Administrative Feedback</p> <p>Based on my observation of this instructional lesson, I make the following comments:</p> <p>Narrative of this Lesson:</p>	<p style="text-align: center;">Teacher Input and Reflection (Optional)</p> <p>Based on my observation of this instructional lesson, I make the following comments:</p> <p>Planning and Preparation:</p>
<p>Instructional Strengths:</p>	<p>The Classroom Environment:</p>
<p>Instructional Recommendations:</p>	<p>Instruction:</p>

Administrator's Signature _____ **Date** _____

Teacher's Signature _____ **Date** _____

The employee's signature is required and indicates receipt of a copy of the evaluation and does not indicate agreement, understanding, or acceptance of the conclusions reached by the evaluator.
Please attach any additional comments as needed.

LAKE SHORE CENTRAL SCHOOLS WALK-THROUGH

NAME:
GRADE:

BUILDING:
SUBJECT:

DATE:
TIME:

Observable Element	Present (1)	Needed (0)
Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. (1a)		
Students are learning through active intellectual engagement with the content. (1b)		
Activities provide opportunity for higher-level thinking. (1e)		
Teacher-student interactions are friendly and demonstrate general caring and respect. (2a)		
There is little loss of instructional time due to effective classroom routines and procedures. Classroom routines function smoothly. (2c)		
Student behavior is generally appropriate. Teacher response to student misbehavior, if applicable, is consistent, proportionate, and respectful to students and is effective. (2d)		
The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. (2e)		
The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking. (3c)		
The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. (3c)		
Materials and resources support the learning goals and require intellectual engagement, as appropriate. (3c)		
Total Score (0-10)		

*Administrative Comments	Teacher Comments (optional)

Administrator Signature Date

Teacher Signature Date

The employee's signature is required and indicates receipt of a copy of the evaluation and does not indicate agreement, understanding, or acceptance of the conclusions reached by the evaluator.

*Required for any category that is deemed "Needed."

The employee's signature is required and indicates receipt of a copy of the evaluation and does not indicate agreement, understanding, or acceptance of the conclusions reached by the evaluator. Source: *Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching*, by Charlotte Danielson, Alexandria, VA: ASCD, 2008. Used by permission. All rights reserved. Learn more about ASCD at www.ascd.org.

LAKE SHORE CENTRAL SCHOOLS WALK-THROUGH
Guiding Document

Observable Element	To read in more detail, go to Appendix A: The Framework for Teaching (2011 Revised Edition)
Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. (1a)	Page 2: The teacher provides clear explanations, accurate content information and feedback, and answers content questions correctly.
Students are learning through active intellectual engagement with the content. (1b)	Page 3: The teacher plans developmentally appropriate learning activities designed to ensure student learning.
Activities provide opportunity for higher-level thinking. (1e)	Page 12: Educators must determine how to best sequence instruction in a way that will advance student learning through the required content. It requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students.
Teacher-student interactions are friendly and demonstrate general caring and respect. (2a)	Page 19: Talk between teacher and students is uniformly respectful. Teacher responds to disrespectful behavior among students.
There is little loss of instructional time due to effective classroom routines and procedures. Classroom routines function smoothly. (2c)	Page 23: Transitions are smooth. Routines for distribution and collection of materials and supplies work efficiently.
Student behavior is generally appropriate. Teacher response to student misbehavior, if applicable, is consistent, proportionate, and respectful to students and is effective. (2d)	Page 25: Standards of conduct appear to have been established.
The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. (2e)	Page 27: All students are able to see and hear. The classroom is arranged to support instructional goals and learning activities.
The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking. (3c)	Page 34: Student engagement in learning is the centerpiece of the framework for teaching. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do.
The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. (3c)	Page 34: No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher.
Materials and resources support the learning goals and require intellectual engagement, as appropriate. (3c)	Page 34: The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience.

Evans-Brant Central School District
Lake Shore Central Schools

Teacher Improvement Plan

Name: _____ Building Assignment: _____

Date: _____ Grade Level / Subject Assignment(s): _____

Administrator's Name: _____ Title: _____

New York State Teaching Standards*

Knowledge of Students and Student Learning
Knowledge of Content and Instructional Planning
Instructional Practice
Learning Environment
Assessment for Student Learning
Professional Responsibilities and Collaboration
Professional Growth

*The 16 page document can be found at the NYSED website or
www.lakeshorecsd.org.

Goals for the _____ School Year (Based on New York State Teaching Standards when applicable):

Areas in Need of Improvement	Professional Learning Activities the teacher should complete to improve skills

Evans-Brant Central School District
Lake Shore Central Schools

Teacher Improvement Plan

Name: _____ **Date:** _____

Timeline for achieving improvement:

Evidence acceptable to demonstrate and assess improvement (list any artifacts that the teacher must produce when applicable):

Additional support and assistance the educator will receive:

Date that teacher and administrator will meet to review the outcome of this plan, artifacts and evidence _____

Administrator's Signature: _____ **Date:** _____

Employee's Signature: _____ **Date:** _____

(The employee's signature is required and indicates receipt of a copy of the Teacher Improvement Plan.)

LOCAL ASSESSMENT DECISIONS*

LOCAL ASSESSMENT TARGET FOR GENERAL EDUCATION

65% of students will get a 65% or above on the local assessment.

LOCAL ASSESSMENT SCORING TARGET POINTS FOR GENERAL EDUCATION STUDENTS																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
65-100%	62-64%	59-61%	56-58%	54-55%	52-53%	50-51%	48-49%	46-47%	44-45%	42-43%	40-41%	39-39%	26-28%	23-25%	20-22%	17-19%	14-16%	11-13%	8-10%	0-7%

LOCAL ASSESSMENT TARGET FOR SPECIAL EDUCATION, 504, DECLASSIFIED STUDENTS WITH TESTING ACCOMMODATIONS

65% of students will get a 55% or above on the local assessment.

LOCAL ASSESSMENT SCORING TARGET POINTS FOR SPECIAL EDUCATION, 504, DECLASSIFIED STUDENTS WITH TESTING ACCOMMODATIONS																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
65-100%	62-64%	59-61%	56-58%	54-55%	52-53%	50-51%	48-49%	46-47%	44-45%	42-43%	40-41%	39-39%	26-28%	23-25%	20-22%	17-19%	14-16%	11-13%	8-10%	0-7%

*20 Point Scales are for educators for whom there is no approved Value-Added measure of student growth.

Last modified December 2013

LOCAL ASSESSMENT DECISIONS*

LOCAL ASSESSMENT TARGET FOR GENERAL EDUCATION

65% of students will get a 65% or above on the local assessment.

LOCAL ASSESSMENT SCORING TARGET POINTS FOR GENERAL EDUCATION STUDENTS															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
65-100%	61-64%	56-60%	51-55%	46-50%	41-45%	36-40%	31-35%	26-30%	21-25%	16-20%	11-15%	6-10%	4-5%	2-3%	0-1%

LOCAL ASSESSMENT TARGET FOR SPECIAL EDUCATION, 504, DECLASSIFIED STUDENTS WITH TESTING ACCOMMODATIONS

65% of students will get a 55% or above on the local assessment.

LOCAL ASSESSMENT SCORING TARGET POINTS FOR SPECIAL EDUCATION, 504, DECLASSIFIED STUDENTS WITH TESTING ACCOMMODATIONS															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
65-100%	61-64%	56-60%	51-55%	46-50%	41-45%	36-40%	31-35%	26-30%	21-25%	16-20%	11-15%	6-10%	4-5%	2-3%	0-1%

*20 Point Scales are for educators for whom there is no approved Value-Added measure of student growth.

Last modified December 2013

**Lake Shore Central School
MPPR/NYS APPR Conversion Chart**

MPPR Raw Score	NYS Rounded Score		MPPR Raw Score	NYS Rounded Score
88	60		44	30
87	60		43	30
86	59		42	29
85	58		41	28
84	58		40	28
83	57		39	27
82	56		38	26
81	56		37	26
80	55		36	25
79	54		35	24
78	54		34	24
77	53		33	23
76	52		32	22
75	52		31	22
74	51		30	21
73	50		29	20
72	49		28	20
71	49		27	19
70	48		26	18
69	47		25	17
68	47		24	17
67	46		23	16
66	45		22	15
65	45		21	15
64	44		20	14
63	43		19	13
62	43		18	13
61	42		17	12
60	41		16	11
59	41		15	11
58	40		14	10
57	39		13	9
56	39		12	9
55	38		11	8
54	37		10	7
53	37		9	7
52	36		8	6
51	35		7	5
50	35		6	5
49	34		5	4
48	33		4	3
47	32		3	2
46	32		2	2
45	31		1	1
			0	0

Evans-Brant Central School District
Lake Shore Central Schools

Principal Improvement Plan

Principal's Name: _____

Building Assignment: _____ **Date:** _____

Evaluator's Name: _____ **Title:** _____

Goals for the _____ School Year (Based on MPPR when applicable):

Areas in Need of Improvement	Professional Learning Activities the principal should complete to improve skills

Timeline for achieving improvement:

Evidence acceptable to demonstrate and assess improvement (list any artifacts that the principal must produce when applicable):

Evans-Brant Central School District
Lake Shore Central Schools

Principal Improvement Plan

Name: _____ **Date:** _____

Additional support and assistance the principal will receive:

Date that principal and evaluator will meet to review the outcome of this plan, artifacts and evidence _____

Principal's Signature: _____ **Date:** _____

Evaluator's Signature: _____ **Date:** _____

(The employee's signature is required and indicates receipt of a copy of the Principal Improvement Plan.)

HEDI Criteria for SLO Development at Lake Shore Central School District – Minimum Rigor Expectation Chart and MGP Conversion

	HEDI Points	Percent of Students	Results on: A. New York State Regents/Local Exam B. New York State Assessment
Highly Effective	20	84.5-100%	Scored a 65 or higher on Regents Exam/Local Exam AND at least 25.0% scored above 85.0
			Scored level 3 on NYS Assessment AND at least 25.0% scored level 4
	19	84.5-100%	Scored a 65 or higher on Regents Exam/Local Exam AND at least 20.0% scored above 85.0
Scored level 3 on NYS Assessment AND at least 20.0% scored level 4			
18	84.5-100%	Scored a 65 or higher on Regents Exam/Local Exam AND at least 15.0% scored above 85.0	
		Scored level 3 on NYS Assessment AND at least 15.0% scored level 4	
Effective	17	82.5-100%	Scored a 65.0 or higher on Regents Exam/Local Exam
			Scored a level 3.0 on NYS Assessment
	16	79.5-82.4%	Scored a 65.0 or higher on Regents Exam/Local Exam
			Scored a level 3.0 on NYS Assessment
	15	76.5-79.4%	Scored a 65.0 or higher on Regents Exam/Local Exam
			Scored a level 3.0 on NYS Assessment
	14	73.5-76.4%	Scored a 65.0 or higher on Regents Exam/Local Exam
			Scored a level 3.0 on NYS Assessment
	13	70.5-73.4%	Scored a 65.0 or higher on Regents Exam/Local Exam
			Scored a level 3.0 on NYS Assessment
12	67.5-70.4%	Scored a 65.0 or higher on Regents Exam/Local Exam	
		Scored a level 3.0 on NYS Assessment	
11	66.5-67.4%	Scored a 65.0 or higher on Regents Exam/Local Exam	
		Scored a level 3.0 on NYS Assessment	
10	65.5-66.4%	Scored a 65.0 or higher on Regents Exam/Local Exam	
		Scored a level 3.0 on NYS Assessment	
9	64.5-65.4%	Scored a 65.0 or higher on Regents Exam/Local Exam	
		Scored a level 3.0 on NYS Assessment	
Developing	8	61.5-64.4%	Scored a 65.0 or higher on Regents Exam/Local Exam
			Scored a level 3.0 on NYS Assessment
	7	58.5-61.4%	Scored a 65.0 or higher on Regents Exam/Local Exam
			Scored a level 3.0 on NYS Assessment
	6	57.5-58.4%	Scored a 65 or higher on Regents Exam/Local Exam
			Scored a level 3.0 on NYS Assessment
5	56.5-57.4%	Scored a 65.0 or higher on Regents Exam/Local Exam	
		Scored a level 3.0 on NYS Assessment	
4	55.5-56.4%	Scored a 65.0 or higher on Regents Exam/Local Exam	
		Scored a level 3.0 on NYS Assessment	
3	54.5-55.4%	Scored a 65.0 or higher on Regents Exam/Local Exam	
		Scored a level 3.0 on NYS Assessment	
Ineffective	2	44.5-54.4%	Scored a 65.0 or higher on Regents Exam/Local Exam
			Scored a level 3.0 on NYS Assessment
	1	25.4-44.4%	Scored a 65.0 or higher on Regents Exam/Local Exam
Scored a level 3.0 on NYS Assessment			
0	0-25.3%	Scored a 65.0 or higher on Regents Exam/Local Exam	
		Scored a level 3.0 on NYS Assessment	

MGP to HEDI Conversion Chart

HEDI Scoring	<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <p><u>The following HEDI scoring is reflective of the "HEDI Criteria for SLO Development at Lake Shore Central School District." If the building level MGP is a 50, the HEDI score will be a 13.</u></p>																				
	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
	≥85	75-84	65-74	61-64	57-60	54-56	51-53	50	48-49	46-47	44-45	43	41-42	38-40	36-37	34-35	32-33	30-31	22-29	11-21	1-10

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

James E. Pappas 5/30/14

Teachers Union President Signature: Date:

Michael D. Farrow 5/30/2014

Administrative Union President Signature: Date:

Erin E. Randall 5/30/14

Board of Education President Signature: Date:

Jennifer Michalec 5/30/14