



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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August 21, 2014

Whitney Vantine, Superintendent
Forestville Central School District
4 Academy Street
Forestville, NY 14062

Dear Superintendent Vantine:

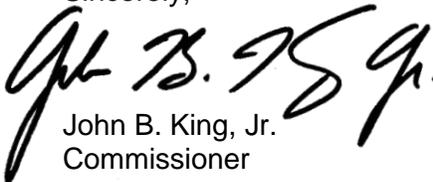
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your 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: 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 Friday, December 20, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 061503040000

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

061503040000

1.2) School District Name: FORESTVILLE CSD

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

FORESTVILLE CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

For 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 Friday, December 20, 2013

Updated Friday, August 15, 2014

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	4-6 NYS ELA Assessment
1	School-or BOCES-wide, group or team results based on State assessments	4-6 NYS ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	4-6 NYS ELA 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.	See attached in 2.11 - K-2 uses chart #4, 3 uses chart #1
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached in 2.11 - K-2 uses chart #4, 3 uses chart #1
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached in 2.11 - K-2 uses chart #4, 3 uses chart #1

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached in 2.11 - K-2 uses chart #4, 3 uses chart #1
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached in 2.11 - K-2 uses chart #4, 3 uses chart #1

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	4-6 NYS Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	4-6 NYS Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	4-6 NYS Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached in 2.11 - K-2 uses chart #4, 3rd uses chart #1
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached in 2.11 - K-2 uses chart #4, 3rd uses chart #1
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached in 2.11 - K-2 uses chart #4, 3rd uses chart #1
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached in 2.11 - K-2 uses chart #4, 3rd uses chart #1
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached in 2.11 - K-2 uses chart #4, 3rd uses chart #1

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	common branch

7	District, regional or BOCES-developed assessment	Forestville CSD District Developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached in 2.11 - chart #1
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached in 2.11 - chart #1
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached in 2.11 - chart #1
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached in 2.11 - chart #1
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached in 2.11 - chart #1

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	common branch
7	District, regional or BOCES-developed assessment	Forestville CSD District Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Forestville CSD District Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached in 2.11 - chart #1
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached in 2.11 - chart #1
Effective (9 - 17 points) Results meet District goals for similar students.	See attached in 2.11 - chart #1
Developing (3 - 8 points) Results are below District goals for similar students.	See attached in 2.11 - chart #1
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached in 2.11 - chart #1

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Forestville CSD District Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached in 2.11 - Global 1 uses chart #1, Global 2 and American History uses chart #5
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached in 2.11 - Global 1 uses chart #1, Global 2 and American History uses chart #5
Effective (9 - 17 points) Results meet District goals for similar students.	See attached in 2.11 - Global 1 uses chart #1, Global 2 and American History uses chart #5
Developing (3 - 8 points) Results are below District goals for similar students.	See attached in 2.11 - Global 1 uses chart #1, Global 2 and American History uses chart #5
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached in 2.11 - Global 1 uses chart #1, Global 2 and American History uses chart #5

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.	See attached in 2.11 - Chart #5
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached in 2.11 - Chart #5
Effective (9 - 17 points) Results meet District goals for similar students.	See attached in 2.11 - Chart #5
Developing (3 - 8 points) Results are below District goals for similar students.	See attached in 2.11 - Chart #5
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached in 2.11 - Chart #5

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Our district will be administering the NYS integrated Algebra Regents in addition to NYS common core regents to students enrolled in the common core courses. The higher of the two scores will be used for APPR purposes. See attached in 2.11 - Chart #5
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached in 2.11 - Chart #5
Effective (9 - 17 points) Results meet District goals for similar students.	See attached in 2.11 - Chart #5
Developing (3 - 8 points) Results are below District goals for similar students.	See attached in 2.11 - Chart #5
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached in 2.11 - Chart #5

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 ELA Regents Assessment
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive ELA Regents Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive ELA 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.	See attached in 2.11 - Chart #5 (ELA 9 and 10 will get the same score as ELA 11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached in 2.11 - Chart #5 (ELA 9 and 10 will get the same score as ELA 11)
Effective (9 - 17 points) Results meet District goals for similar students.	See attached in 2.11 - Chart #5 (ELA 9 and 10 will get the same score as ELA 11)
Developing (3 - 8 points) Results are below District goals for similar students.	See attached in 2.11 - Chart #5 (ELA 9 and 10 will get the same score as ELA 11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached in 2.11 - Chart #5 (ELA 9 and 10 will get the same score as ELA 11)

2.10) All Other Courses

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

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

Course(s) or Subject(s)	Option	Assessment
All other courses grades K-6	School/BOCES-wide/group/team results based on State	NYS grades 4-6 ELA & Math assessment
All other courses grades 7&8	School/BOCES-wide/group/team results based on State	NYS grades 7 & 8 ELA and Math assessment
All other courses grades 7-12	School/BOCES-wide/group/team results based on State	All NYS Regents exams administered

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.	See attached in 2.11 - All other courses grades K-8 chart #4. All other courses grades 7-12 chart #6
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached in 2.11 - All other courses grades K-8 chart #4. All other courses grades 7-12 chart #6
Effective (9 - 17 points) Results meet District goals for similar students.	See attached in 2.11 - All other courses grades K-8 chart #4. All other courses grades 7-12 chart #6
Developing (3 - 8 points) Results are below District goals for similar students.	See attached in 2.11 - All other courses grades K-8 chart #4. All other courses grades 7-12 chart #6
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached in 2.11 - All other courses grades K-8 chart #4. All other courses grades 7-12 chart #6

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/12186/870506-TXEttx9bQW/Forestville 2-11_2.docx

2.12) Locally Developed Controls

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

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

Forestville CSD is not using locally developed controls.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Friday, December 20, 2013

Updated Monday, August 11, 2014

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Reading Enterprise
5	6(ii) School wide measure computed locally	STAR Reading Enterprise
6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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.	See attached in 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 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 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	6(ii) School wide measure computed locally	STAR Math Enterprise
5	6(ii) School wide measure computed locally	STAR Math Enterprise
6	6(ii) School wide measure computed locally	STAR Math Enterprise
7	6(ii) School wide measure computed locally	STAR Math Enterprise
8	6(ii) School wide measure computed locally	STAR Math Enterprise

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.	See attached in 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 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 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/12149/870558-rhJdBgDruP/44840931-3 3 July 22.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Reading Enterprise
1	6(ii) School-wide measure computed locally	STAR Reading Enterprise
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise

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.	See attached in 3.13 - chart #1
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 - chart #1
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 - chart #1
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 - chart #1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 - chart #1

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Math Enterprise
1	6(ii) School-wide measure computed locally	STAR Math Enterprise
2	6(ii) School-wide measure computed locally	STAR Math Enterprise
3	6(ii) School-wide measure computed locally	STAR Math Enterprise

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.	See attached in 3.13 - chart #1
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 - chart #1
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 - chart #1
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 - chart #1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 - chart #1

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	Not applicable	Common Branch
7	5) District, regional, or BOCES–developed assessments	Forestville CSD District Developed Grade 7 Science Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached in 3.13, chart #3
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13, chart #3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13, chart #3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13, chart #3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13, chart #3

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	Not applicable	NA
7	5) District, regional, or BOCES–developed assessments	Forestville CSD District Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Forestville CSD District Developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached in 3.13, chart #3
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13, chart #3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13, chart #3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13, chart #3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13, chart #3

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	Forestville CSD District Developed Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	New York State Global History Regents Exam
American History	3) Teacher specific achievement or growth score computed locally	New York State American History Regents Exam

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.	See attached in 3.13 chart #3 for Global 1, chart #2 for Global 2 and American History
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 chart #3 for Global 1, chart #2 for Global 2 and American History
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 chart #3 for Global 1, chart #2 for Global 2 and American History
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 chart #3 for Global 1, chart #2 for Global 2 and American History
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 chart #3 for Global 1, chart #2 for Global 2 and American History

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	3) Teacher specific achievement or growth score computed locally	New York State Living Environment Regents Exam
Earth Science	3) Teacher specific achievement or growth score computed locally	New York State Earth Science Regents Exam
Chemistry	3) Teacher specific achievement or growth score computed locally	New York State Chemistry Regents Exam
Physics	3) Teacher specific achievement or growth score computed locally	New York State Physics Regents Exam

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

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	New York State integrated Algebra regents/NYS common core algebra regents exam
Geometry	3) Teacher specific achievement or growth score computed locally	New York State Geometry Regents Exam
Algebra 2	3) Teacher specific achievement or growth score computed locally	New York State Algebra 2 Regents Exam

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.	Our district will be administering the NYS Integrated Algebra regents in addition to the NYS common core regents to students enrolled in the common core courses. The higher of the two scores will be used for APPR purposes. For HEDI process see attached 3.13 chart # 2
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 chart #2
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 chart #2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 chart #2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 chart #2

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents

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.	See attached in 3.13 chart #2. (ELA 9 and 10 will get same score as ELA 11)
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 chart #2. (ELA 9 and 10 will get same score as ELA 11)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 chart #2. (ELA 9 and 10 will get same score as ELA 11)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 chart #2. (ELA 9 and 10 will get same score as ELA 11)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 chart #2. (ELA 9 and 10 will get same score as ELA 11)

3.12) All Other Courses

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

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
K-12 Physical Education/Health	5) District/regional/BOCES–developed	Forestville CSD District Developed Grade Specific Physical Education Assessment
K-12 Art	5) District/regional/BOCES–developed	Forestville CSD District Developed Grade Specific Art Assessment
K-12 Music	5) District/regional/BOCES–developed	Forestville CSD District Developed Grade Specific Music Assessment
LOTE	5) District/regional/BOCES–developed	Forestville CSD District Developed Grade Specific LOTE Assessment
HS/MS Technology	5) District/regional/BOCES–developed	Forestville CSD District Developed Grade Specific Technology Assessment
HS/MS Special Education	4) Grades 3 and up: State-approved 3rd party	STAR Reading and Math Enterprise
HS/MS Academic Support	4) Grades 3 and up: State-approved 3rd party	STAR Reading and Math Enterprise
HS/MS Self Contained Special Education	4) Grades 3 and up: State-approved 3rd party	STAR Reading and Math Enterprise
Elementary Self Contained Special Education	6(ii) School wide measure computed locally	STAR Reading and Math Enterprise
Title 1 Reading	6(ii) School wide measure computed locally	STAR Reading and Math Enterprise
Title 1 Math	6(ii) School wide measure computed locally	STAR Reading and Math Enterprise

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.	See attached in 3.13 -(K-12 PE, Art, Music, Technology, LOTE, MS/HS Special Education and Academic Support uses chart #3) Elementary Special Education, Title 1 Reading and Math uses chart #1)
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 -(K-12 PE, Art, Music, Technology, LOTE, MS/HS Special Education and Academic Support uses chart #3) Elementary Special Education, Title 1 Reading and Math uses chart #1)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 -(K-12 PE, Art, Music, Technology, LOTE, MS/HS Special Education and Academic Support uses chart #3) Elementary Special Education, Title 1 Reading and Math uses chart #1)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 -(K-12 PE, Art, Music, Technology, LOTE, MS/HS Special Education and Academic Support uses chart #3) Elementary Special Education, Title 1 Reading and Math uses chart #1)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 3.13 -(K-12 PE, Art, Music, Technology, LOTE, MS/HS Special Education and Academic Support uses chart #3) Elementary Special Education, Title 1 Reading and Math uses chart #1)

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/12149/870558-y92vNseFa4/3 13 as of 7 30 14.docx

3.14) Locally Developed Controls

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

There are no local controls being used.

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.

Each HEDI score will be averaged and weighted equally. Standard rounding rules will apply to the final HEDI score.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked
3.16) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	(No response)
3.16) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	(No response)

4. Other Measures of Effectiveness (Teachers)

Created Friday, December 20, 2013

Updated Tuesday, July 22, 2014

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4.1) Teacher Practice Rubric

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

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

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

Second Rubric, if applicable	(No response)
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4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	36
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	24

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 to 60 point conversion

- Once the observation is complete, all evidence is aligned to the rubric and a score for each component is determined as described in the Districts' APPR plan
 - o Artifacts will be evaluated using Domains 1 & 4 (IE-HE): 0, 1.4, 1.7, 2.0
 - Scores from each component are added together to become part of the total points earned for the Classroom Observation (60 points)
 - o Classroom observations will be evaluated using Domains 2 & 3 (IE-HE): 0, 2.4, 3.1, 3.6
 - Scores from each component are averaged from all observations and then added together. This sum of the averages is to be rounded to the nearest tenth and then it becomes part of the total points earned for the Classroom Observation (60 points).
 - All points from Domains 1 & 4 and Domains 2 & 3 (as described above) are added together. This sum is then rounded to the nearest whole number to determine the number of raw points earned by a teacher.
 - The District shall use the score conversion chart to determine a teacher's overall composite score for the Classroom Observation (60 points).

Standard rounding rules will apply to the overall composite score.

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/12179/870613-eka9yMJ855/44842285-Process for assigning 60 points 4.5.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Evidence of teacher practice falls well above expectations as defined by the rubric
Effective: Overall performance and results meet NYS Teaching Standards.	Evidence of teacher practice meet expectations as defined by the rubric.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Evidence of teacher practice falls below expectations as defined by the rubric.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Evidence of teacher practice falls well below expectations as defined by the rubric.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Friday, December 20, 2013

Updated Tuesday, February 04, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, February 04, 2014

Updated Tuesday, August 19, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/979433-Df0w3Xx5v6/Forestville 6-2.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeal Procedures

A. Purpose

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The appeal procedure shall provide for the timely and expeditious resolution of the appeal.

B. Right to Appeal

Any probationary or tenured teacher shall have the right to appeal any Annual Professional Performance Review in which the teacher was rated as ineffective or developing.

In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

C. Basis of Appeal

Appeals may be based on the following:

- 1) the substance of the Annual Professional Performance Review
- 2) the school district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Section 3012-c of the Education Law and applicable rules and regulations.
- 3) the school district's failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures as applicable to such reviews;
- 4) the school district's failure to issue and/or implement the terms of the Teacher Improvement Plans, where applicable, as required under Section 3012-c of the Education Law
- 5) the school district's failure to comply with any locally negotiated procedures pertaining to Annual Professional Performance Reviews and Teacher Improvement Plans.

D. Content of the Appeal

All appeals shall be resolved based on the written record, although the building administrator shall reserve the right to meet with the teacher prior to rendering a final decision. When filing an appeal, the teacher shall submit a detailed written description of the basis for the appeal, along with any and all additional documents or written materials that support the appeal. A copy of the performance review and/or improvement plan(s) being challenged shall be submitted with the appeal. All preparation for an appeal shall be the responsibility of the person filing the appeal.

E. Stages of Appeal

Stage 1- Building Principal Review of Appeal - The Building Principal must be the principal responsible for the teacher's evaluation if practicable.

Stage 2- Appeals Committee Review of Appeal - If the teacher is not satisfied with the results of the appeal to the Building Administrator they may file an appeal with the Appeals Committee.

The appeal must be hand delivered in writing to the building administrator by the said teacher or union representative. If hand delivery is not possible, then it needs to be mailed return/receipt requested.

All the appeal documentation must be given to all the involved parties of the committee by the union president(s)

The committee shall be comprised of:

- two(2) teachers and selected by the Association
- one (1) building principal that was not responsible for the evaluations of the teacher filing the appeal
- The teacher may request to be accompanied by a union representative

The appeal committee will have responses written and given to the Superintendent of Schools secretary to be typed and sent to all involved parties.

Stage 3- Superintendent of Schools Review of Appeal -If the teacher is not satisfied with the results of the appeal to the Appeals Committee they may file an appeal with the Superintendent of Schools.

F. Timeframe for Appeals

1. Appeals must be submitted in writing to the building principal no later than fifteen (15) days from the date when the teacher receives the Annual Professional Performance Review final score or within 15 days of the district's issuance or failure to implement the terms of the TIP.

2. A written decision on the merits of the appeal shall be rendered by the Building Administrator no later than ten (10) days from the date when the appeal was filed.

3. If the teacher is not satisfied with the results of the appeal to the Building Principal they may file an appeal with the Appeals Committee within (10) days of receiving the decision of the Building Principal. The appeal must be filed with the President of the Association and Superintendent of Schools. The appeals committee will convene within (10) days of receiving the appeal.

4. A written decision on the merits of the appeal shall be rendered by the Appeals Committee no later than ten (10) days from the date when the Appeals Committee convened to discuss the appeal.

5. If the teacher is not satisfied with the results of the appeal to the Appeals Committee they may file an appeal with the Superintendent of Schools within (10) days of receiving the decision of the Appeals Committee.

6. A written decision on the merits of the appeal shall be rendered by the Superintendent of Schools no later than ten (10) days from the date when the appeal was filed with the Superintendent.

G. Additional Appeals Information

1. Decision on the appeal shall be based on the written record. The Building Principal/Appeals Committee/Superintendent shall reserve the right to meet with the teacher prior to rendering a final decision, but is not required to do so. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal.

2. If the appeal is denied, the rating remains the same. If the appeal is sustained, the Building Principal/Appeals Committee/Superintendent shall change the rating.

3. A copy of the decision shall be provided to the teacher and the school district administrator(s) who issued the performance review and/or was responsible for issuance and/or implementation of any teacher improvement plan that was the subject of the appeal

4. The determination of the Superintendent of Schools shall not be grievable, arbitrable, nor reviewable in any other forum, other than defenses and/or challenges provided under law. Notwithstanding the above, the Association shall be able to grieve the District's failure to abide by the negotiated Appeals Procedures with respect to timelines in Section F(Timeframe for Appeals) and sections 3, and 4 of this Section.

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

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

Training of Evaluators

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process. The Superintendent will certify lead evaluators/evaluators upon successful completion of the training. The training will consist of a minimum of 15 hours annually.

This training will include the following Requirements for Lead Evaluators/Evaluators:

- Evidence-based observation
- The NYS teaching standards and their elements and performance indicators
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher rubrics
- Application and use of any assessment tools used to evaluate teachers
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide instructional Reporting System
- Scoring methodology used to evaluate teachers
- Specific consideration in evaluating teachers of English language learners and students with disabilities.

All evaluators must be appropriately trained before conducting an evaluation, but only lead evaluators need to be certified to conduct evaluations. The Forestville Central School District will train the Superintendent of Schools and each Building Principal as a lead evaluator. Lead evaluators must also be periodically recertified to ensure inter-rater reliability.

The APPR regulation authorizes a certified school administrator to conduct observations or school visits as part of the APPR prior to completion of evaluator training, so long as he or she becomes properly certified to conduct evaluations prior to the completion of the evaluation.

Any individual who fails to achieve required training or certification or re-certification, by the District shall not conduct or complete an evaluation.

Starting in the 2012-2013 school year and thereafter, all lead evaluators and principals shall be appropriately trained and certified by October 1st of each school year or thirty (30) days after appointment.

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

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, February 04, 2014

Updated Monday, March 03, 2014

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

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

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

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

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

K-6
7-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Wednesday, February 05, 2014

Updated Monday, August 11, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	STAR Reading and Math Enterprise
7-12	(d) measures used by district for teacher evaluation	All New York State Regents Exams Administered

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.	See attached in 8.1
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached 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.

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No Controls

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.

N/A

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Thursday, February 20, 2014

Updated Tuesday, July 22, 2014

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9.1) Principal Practice Rubric

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

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

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The elementary and MS/HS principals will receive a final score out of 60 points based on a combination of site visits, document and artifact review. Each of the six domains of the MPPR rubric will be scored holistically and will be worth a possible 10 points for a total of 60 points. Points are assigned on the rubric developed by the Learner Centered Initiatives, Inc. The principal will receive 0 points for an ineffective score, 7 points for a developing score, 9 points for an effective score and 10 points for a highly effective score. The Superintendent will gather evidence based on the domains through quarterly meetings. Formal site visits will take place in January and May.

Based on a combination of site visits, document and artifact review, a final domain score will result. Each domain score will be added together to arrive at a raw score that will then be applied to the chart to arrive at a final HEDI score.

Standard rounding rules will apply to the final composite score.

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/12205/1030728-pMADJ4gk6R/57828838-principal conversion chart 7-22 9.7.docx](#)

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

Highly Effective: Overall performance and results exceed standards.	See attached 9.7
Effective: Overall performance and results meet standards.	See attached 9.7
Developing: Overall performance and results need improvement in order to meet standards.	See attached 9.7
Ineffective: Overall performance and results do not meet standards.	See attached 9.7

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	50-60
Effective	39-49
Developing	26-38
Ineffective	0-25

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Thursday, February 20, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	50-60
Effective	39-49
Developing	26-38
Ineffective	0-25

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 Thursday, February 20, 2014

Updated Monday, August 11, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/1030794-Df0w3Xx5v6/PIP 2014.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeal 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

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for building principals, as well as the issuance and implementation of improvement plans for principals whose performance is assessed as either developing or ineffective.

To the extent that a principal wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law. Only principals receiving a rating of ineffective or developing can file an appeal as defined in this plan.

Forestville Central School will utilize a two-step appeal process for the principal. The first step of the appeal process will be a meeting with the superintendent to review the data used in the evaluation as well as data that the principal chooses to present. This meeting shall be scheduled at the request of the principal and shall occur within 10 business days from the time the principal receives their evaluation score or within 10 days of the districts' issuance or failure to implement the terms of the PIP. In the event that this review of data does not satisfy the principal the second step may be initiated. The second and final step of the principal's appeal process will be a meeting with the superintendent as well as an additional administrator in order to facilitate a resolution. This meeting will occur within 10 business days from the original meeting with the superintendent. The superintendent will render a final decision at the conclusion of the second meeting.

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

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

Training of Evaluators

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process.

This training will include the following Requirements for Lead Evaluators/Evaluators:

(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

All evaluators must be appropriately trained before conducting an evaluation, but only lead evaluators need to be certified to conduct evaluations. The Forestville Central School District will train the Superintendent of Schools and each Building Principal as a lead evaluator. Lead evaluators must also be periodically recertified to ensure inter-rater reliability.

The APPR regulation authorizes a certified school administrator to conduct observations or school visits as part of the APPR prior to completion of evaluator training, so long as he or she becomes properly certified to conduct evaluations prior to the completion of the evaluation.

Any individual who fails to achieve required training or certification or re-certification, by the District shall not conduct or complete an evaluation.

Starting in the 2012-2013 school year and thereafter, all lead evaluators and principals shall be appropriately trained and certified by October 1st of each school year or thirty (30) days after appointment.

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. The estimated time of this training will amount to a total of 2 school days per school year and can be achieved through a series of trainings spread out over the course of the year.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, February 24, 2014

Updated Wednesday, August 20, 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/12158/1040438-3Uqgn5g9Iu/Forestville Central Joint Cert. Page.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.

Attachment: HEDI Scale – Forestville CSD

The following general HEDI descriptions will be used for all grades and subjects across the district. It will be used for the Student Learning Objectives (SLOs) and Local Measures of Achievement, based on the 20/20/60 model described in the Commissioner's Regulations.

HEDI Rating	Description
HIGHLY EFFECTIVE	The teacher made above average gains in student academic growth beyond the expectations (targets) set by the district at the beginning of the academic year.
EFFECTIVE	The teacher made acceptable and appropriate gains in student academic growth aligned to the expectations (targets) set by the district at the beginning of the academic year.
DEVELOPING	The teacher made gains in student academic growth but it did not meet the expectations (targets) set by the district at the beginning of the academic year.
INEFFECTIVE	The teacher did not any or little gains in student academic growth, and failed to meet expectations (targets) set by the district at the beginning of the academic year.

HEDI Chart #1

State Comparable Growth Subcomponent -

		17	78.5 – 80.4%				
		16	76.5 – 78.4%				
		15	74.5 – 76.4%				
		14	72.5 – 74.4%	8	57.5 – 60.4%		
		13	70.5 – 72.4%	7	50.5 – 57.4%		
		12	68.5 – 70.4%	6	43.5 – 50.4%		
20	90.5-100.0%	11	66.5 – 68.4%	5	37.5 – 43.4%	2	21.5 – 25.4%
19	85.5 – 90.4%	10	63.5 – 66.4%	4	31.5 – 37.4%	1	14.5 – 21.4%
18	80.5 – 85.4%	9	60.5 – 63.4%	3	25.5 – 31.4%	0	0.0 – 14.4%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
80.5 - 100%		60.5 – 80.4%		25.5-60.4%		0-25.4%	

Process for Setting Targets:

- Teachers will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their SLO target score.
- Teachers using this chart will collect baseline data using a pre-assessment. Teachers will write individual SLO's based on their individual class results on the pre-assessment. The pre-assessment is district-developed, based on the New York State Learning Standards and parallel to the summative assessment identified in the APPR plan/Review Room that will be used to measure growth.
- The district has established a process whereby each teacher will develop a chart that has each student listed along with the pre-assessment score. Teachers are also allowed to use baseline information such as the previous year's benchmark and historical data to develop a rationale to set individual targets for students.
- Teacher's will submit their SLO's to the building principal for approval
- Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target.
- Teachers with more than one growth measure will have their SLO's weighted proportionately based on the number of students included in all SLO's. This will provide for one overall 20 point growth component score. See example below.

	SLO 1	SLO 2
Step 1: Assess results of each SLO separately	16/20 points	11/20 points
Step 2: Weight each SLO proportionately	Covers 60/110 students or 55% of overall students	Covers 50/110 students or 45% of overall students
Step 3: Calculate proportional points for each SLO	16 points x 55% = 9 points	11 points x 45% = 5 points
Overall Growth Score = 14 points		

HEDI Chart #4:

Teachers will use a school wide measure of the building wide MGP derived from the NYS grades 4-8 ELA or Math assessments, as applicable.

		17	61-64				
		16	57-60				
		15	54-56				
		14	51-53	8	41-42		
		13	50	7	38-40		
		12	48-49	6	36-37		
20	≥ 85	11	46-47	5	34-35	2	22-29
19	75-84	10	44-45	4	32-33	1	11-21
18	65-74	9	43	3	30-31	0	1-10
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
74 - ≥ 85		43 - 64		30 - 42		1-29	

HEDI Chart #5:

State Comparable Growth Subcomponent

HS Regents Exam SLO Process

- The District has a minimum rigor expectation for growth that students will grow to the mastery level (85+) and proficiency (65+)
- 5-year historical data regarding Mastery Level (85+) and Proficiency (65-84) rates will be calculated utilizing the previous 5-years scores. These rates will be calculated for local and regional subgroups.
- The process of establishing HEDI conversions for Mastery and Proficiency rates will remain consistent between all subject areas. However, percentages for each subject area will be individualized based on the historical data collected.
- Teachers will receive a HEDI conversion score based on the percentage of students who a) achieve mastery and b) pass the Regents exam. An overall State 20% composite score will be computed by averaging the HEDI conversion scores from the Mastery and Proficiency charts. The HEDI scores will be averaged and weighted proportionately based on the number of students in each measure.
- The values listed in the chart are the minimum threshold to receive the corresponding points on the HEDI chart.

The below values are the minimum necessary to achieve the corresponding HEDI point values.

Mastery (85 or Greater) HEDI Chart	
HEDI Points	Subject Specific Results on Regents Exam (percent achievement)
Highly Effective	20 The percentage of students achieving Mastery will be greater than five percent (5.0%) higher than the Forestville School District 5 year average for this subject.
	19 The percentage of students achieving Mastery will be five percent (5.0%) higher than the Forestville School District 5 year average for this subject.

Proficiency (65 or Greater) HEDI Chart	
HEDI Points	Subject Specific Results on Regents Exam (percent achievement)
Highly Effective	20 The percentage of students achieving Proficiency will be greater than five percent (5.0%) higher than the Forestville School District 5 year average for this subject.
	19 The percentage of students achieving Proficiency will be five percent (5.0%) higher than the Forestville School District 5 year average for this subject.

	18	The percentage of students achieving Mastery will be four and a half percent (4.5%) higher than the Forestville School District 5 year average for this subject.
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	18	The percentage of students achieving Proficiency will be four and a half percent (4.5%) higher than the Forestville School District 5 year average for this subject.
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Effective	17	The percentage of students achieving Mastery will be four percent (4.0%) higher than the Forestville School District 5 year average for this subject.
	16	The percentage of students achieving Mastery will be three and a half percent (3.5%) higher than the Forestville School District 5 year average for this subject.
	15	The percentage of students achieving Mastery will be three percent (3.0%) higher than the Forestville School District 5 year average for this subject.
	14	The percentage of students achieving Mastery will be two and a half percent (2.5%) higher than the Forestville School District 5 year

Effective	17	The percentage of students achieving Proficiency will be four percent (4.0%) higher than the Forestville School District 5 year average for this subject.
	16	The percentage of students achieving Proficiency will be three and a half percent (3.5%) higher than the Forestville School District 5 year average for this subject.
	15	The percentage of students achieving Proficiency will be three percent (3.0%) higher than the Forestville School District 5 year average for this subject.
	14	The percentage of students achieving Proficiency will be two and a half percent (2.5%) higher than the Forestville School District 5 year average for this subject.

	average for this subject.
13	The percentage of students achieving Mastery will be two percent (2.0%) higher than the Forestville School District 5 year average for this subject.
12	The percentage of students achieving Mastery will be one and a half percent (1.5%) higher than the Forestville School District 5 year average for this subject.
11	The percentage of students achieving Mastery will be one percent (1.0%) higher than the Forestville School District 5 year average for this subject.
10	The percentage of students achieving Mastery will be one half of a percent (0.5%) higher than the Forestville School District 5 year average for this subject.
9	The percentage of students achieving Mastery will be equal to the Forestville School District 5 year average for this

13	The percentage of students achieving Proficiency will be two percent (2.0%) higher than the Forestville School District 5 year average for this subject.
12	The percentage of students achieving Proficiency will be one and a half percent (1.5%) higher than the Forestville School District 5 year average for this subject.
11	The percentage of students achieving Proficiency will be one percent (1.0%) higher than the Forestville School District 5 year average for this subject.
10	The percentage of students achieving Proficiency will be one half of a percent (0.5%) higher than the Forestville School District 5 year average for this subject.
9	The percentage of students achieving Proficiency will be equal to the Forestville School District 5 year average for this subject.

		subject.
Developing	8	The percentage of students achieving Mastery will be no more than five percent (5.0%) lower than the Forestville School District 5 year average for this subject.
	7	The percentage of students achieving Mastery will be no more than ten percent (10.0%) lower than the Forestville School District 5 year average for this subject.
	6	The percentage of students achieving Mastery will be no more than fifteen percent (15.0%) lower than the Forestville School District 5 year average for this subject.
	5	The percentage of students achieving Mastery will be no more than twenty percent (20.0%) lower than the Forestville School District 5 year average for this subject.

Developing	8	The percentage of students achieving Proficiency will be no more than five percent (5.0%) lower than the Forestville School District 5 year average for this subject.
	7	The percentage of students achieving Proficiency will be no more than ten percent (10.0%) lower than the Forestville School District 5 year average for this subject.
	6	The percentage of students achieving Proficiency will be no more than fifteen percent (15.0%) lower than the Forestville School District 5 year average for this subject.
	5	The percentage of students achieving Proficiency will be no more than twenty percent (20.0%) lower than the Forestville School District 5 year average for this subject.

	4	The percentage of students achieving Mastery will be no more than twenty-five percent (25.0%) lower than the Forestville School District 5 year average for this subject.
	3	The percentage of students achieving Mastery will be no more than thirty percent (30.0%) lower than the Forestville School District 5 year average for this subject.

	4	The percentage of students achieving Proficiency will be no more than twenty-five percent (25.0%) lower than the Forestville School District 5 year average for this subject.
	3	The percentage of students achieving Proficiency will be no more than thirty percent (30.0%) lower than the Forestville School District 5 year average for this subject.

Ineffective

Ineffective

Ineffective	2	The percentage of students achieving Mastery will be no more than thirty-five percent (35.0%) lower than the Forestville School District 5 year average for this subject.
	1	The percentage of students achieving Mastery will be no more than forty percent (40.0%) lower than the Forestville School District 5 year average for this subject.

Ineffective	2	The percentage of students achieving Proficiency will be no more than thirty-five percent (35.0%) lower than the Forestville School District 5 year average for this subject.
	1	The percentage of students achieving Proficiency will be no more than forty percent (40.0%) lower than the Forestville School District 5 year average for this subject.

	0	The percentage of students achieving Mastery was more than forty percent (40.0%) lower than the Forestville School District 5 year average for this subject.		0	The percentage of students achieving Proficiency was more than forty percent (40.0%) lower than the Forestville School District 5 year average for this subject.
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Chart # 6

State Comparable Growth Subcomponent

Process for assigning State 20% for High School Special Area Teachers:

- All HS Special Areas Teachers' State 20% rating will be based on a composite score comprised of NYS Testing scores of students.
- The District has a minimum rigor expectation for growth that students will score a 65 or greater on all NYS Regents exams.
- All HS Special Areas Teachers' scores will be based on a composite score which is determined by the percentage of all students passing all NYS Regents Exams and the appropriate point value out of 20. Passing is defined as a 65 or greater.
- Teachers will only receive points in the Highly Effective Range once 84.5% of students pass AND 15% of students score 85 or higher on the assessment. The district has an additional minimum expectation for growth that students will score an 85 or higher on the listed assessment.
- The district will administer both the NYS Integrated Algebra Regents and the NYS Common Core Algebra I Regents. The higher of the two scores will be used for evaluation purposes. The district will only administer the NYS Comprehensive English Regents.

		17	82.5 – 100% pass				
		16	79.5 – 82.4% pass				
		15	76.5 – 79.4% pass				
		14	73.5 – 76.4% pass	8	61.5 – 64.4% pass		
		13	70.5 – 73.4% pass	7	58.5 – 61.4% pass		
		12	67.5 – 70.4% pass	6	57.5 – 58.4% pass		
20	84.5 – 100% pass & at least 25% score above 85	11	66.5 – 67.4% pass	5	56.5 – 57.4% pass	2	44.5 – 54.4% pass
19	84.5 – 100% pass & at least 20% score above 85	10	65.5 – 66.4% pass	4	55.5 – 56.4% pass	1	24.5 – 44.4% pass
18	84.5 – 100% pass & at least 15% score above 85	9	64.5 – 65.4% pass	3	54.5 – 55.4% pass	0	0.0-24.4% pass
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
84.5 – 100.0% pass & at least 15% score above 85		64.5 – 100% - pass		54.5-64.4% - pass		0.0-54.4% - pass	

HEDI Chart #1: Local Measure of Achievement based on Assessment – 4-8 Teachers

Process for Setting Targets and Assigning Points:

- Building principal reviews end of year STAR Math & Reading Enterprise data in the form of Grade Equivalents for students in grades 3 through 8.
- Students' targets are to be at grade level or have achieved a year's growth in terms of grade equivalency as defined by STAR.
- Any student who has achieved one year of growth or is at grade level will have met the target.
- Points are assigned using chart below to all teachers in grades K through 8.
- All teachers K-6 will receive this group score based on the percentage of students 3-6 school-wide meeting or exceeding the targets.
- All teachers of grade 7-8 will receive a group score based on the percentage of students 7-8 school-wide meeting or exceeding the targets.

		17	80.5 – 85.4%				
		16	75.5 – 80.4%				
		15	70.5 – 75.4%				
		14	65.5 – 70.4%	8	35.5 – 40.4%		
		13	60.5 – 65.4%	7	30.5 – 35.4%		
		12	55.5 – 60.4%	6	25.5 – 30.4%		
20	100.0-95.5%	11	50.5 – 55.4%	5	20.5 – 25.4%	2	5.5 – 10.4%
19	90.5 – 95.4%	10	45.5 – 50.4%	4	15.5 – 20.4%	1	0.5 – 5.4%
18	85.5 – 90.4%	9	40.5 – 45.4%	3	10.5 – 15.4%	0	0.0-0.4%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
85.5 – 100.0%		40.5 – 85.4%		10.5-40.4%		0.0-10.4%	

If value added approved...

		13	65.5 – 70.4%				
		12	60.5 – 65.4%	7	30.5 – 35.4%		
		11	55.5 – 60.4%	6	25.5 – 30.4%		
		10	50.5 – 55.4%	5	20.5 – 25.4%	2	5.5 – 10.4%
15	85.5 – 100%	9	45.5 – 50.4%	4	15.5 – 20.4%	1	0.5 – 5.4%
14	70.5 – 85.4%	8	35.5 – 45.4%	3	10.5 – 15.4%	0	0.0-0.4%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
70.5 – 100%		35.5 – 70.4%		10.5 – 35.4%		0.0-10.4%	

HEDI Chart #1: Local Measure of Achievement based on Assessment

Process for Setting Targets and Assigning Points:

- Building principal reviews end of year STAR Math & Reading Enterprise data in the form of Grade Equivalents for students in grades 3 through 6.
- Student's targets are to be at grade level or have achieved a years' growth in terms of grade equivalency as defined by STAR.
- Any student who has achieved one year of growth or is at grade level will have met the target.
- Points are assigned using chart below to all teachers in grades K through 6. All teachers will receive this group score. Based on the percentage of students school-wide meeting or exceeding the targets.

		17	80.5 – 85.4%				
		16	75.5 – 80.4%				
		15	70.5 – 75.4%				
		14	65.5 – 70.4%	8	35.5 – 40.4%		
		13	60.5 – 65.4%	7	30.5 – 35.4%		
		12	55.5 – 60.4%	6	25.5 – 30.4%		
20	100.0-95.5%	11	50.5 – 55.4%	5	20.5 – 25.4%	2	5.5 – 10.4%
19	90.5 – 95.4%	10	45.5 – 50.4%	4	15.5 – 20.4%	1	0.5 – 5.4%
18	85.5 – 90.4%	9	40.5 – 45.4%	3	10.5 – 15.4%	0	0.0-0.4%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
85.5 – 100.0%		40.5 – 85.4%		10.5-40.4%		0.0-10.4%	

HEDI Chart #2: Local Measure of Achievement based on Assessment

Process for Setting Targets and Assigning Points:

- Building principal reviews Regents Exam data.
- Targets are set as passing NYS Regents Exams. NYSED & the Commissioners Regulations define passing as a 65 or higher or as 55 or higher for student identified by the CSE as a student with a disability.
- The percent of students who pass the regents exam will determine the points assigned for the teacher
- Teachers being evaluated using a school wide measure will be evaluated based on the school wide results on the listed assessment
- Teachers will use their assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target. !
- Teachers will only receive points in the Highly Effective Range once 84.5% of students pass AND 15% of students score 85 or higher on the assessment
- Points are assigned using chart below.

		17	82.5 – 100% pass				
		16	79.5 – 82.4% pass				
		15	76.5 – 79.4% pass				
		14	73.5 – 76.4% pass	8	61.5 – 64.4% pass		
		13	70.5 – 73.4% pass	7	58.5 – 61.4% pass		
		12	67.5 – 70.4% pass	6	57.5 – 58.4% pass		
20	84.5 – 100% pass & at least 25% score above 85	11	66.5 – 67.4% pass	5	56.5 – 57.4% pass	2	45.5 – 54.4% pass
19	84.5 – 100% pass & at least 20% score above 85	10	65.5 – 66.4% pass	4	55.5 – 56.4% pass	1	24.5 – 44.4% pass
18	84.5 – 100% pass & at least 15% score above 85	9	64.5 – 65.4% pass	3	54.5 – 55.4% pass	0	0.0-24.4% pass
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
84.5 – 100.0% pass & Mastery targets 15 – 25+%		64.5 – 100% - pass		54.5-64.4% - pass		0.0-54.4% - pass	

HEDI Chart #3: - Local Measure of Achievement based on Assessment -

Process for Setting Targets and Assigning Points:

- Teachers will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their individual target score (see chart below).
- As indicated by the chart below, the bar is set at 80.4% of students who must meet their targets in order for teachers to receive the maximum number of points in the effective range.
- The district will establish achievement targets for each class.
- Points are assigned using chart below.
- Teachers will use their assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target.!

		17	78.5 – 80.4%				
		16	76.5 – 78.4%				
		15	74.5 – 76.4%				
		14	72.5 – 74.4%	8	57.5 – 60.4%		
		13	70.5 – 72.4%	7	50.5 – 57.4%		
		12	68.5 – 70.4%	6	43.5 – 50.4%		
20	100.0-90.5%	11	66.5 – 68.4%	5	37.5 – 43.4%	2	21.5 – 25.4%
19	85.5 – 90.4%	10	63.5 – 66.4%	4	31.5 – 37.4%	1	14.5 – 21.4%
18	80.5 – 85.4%	9	60.5 – 63.4%	3	25.5 – 31.4%	0	0.0- 14.4%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
80.5 – 100.0%		60.5 – 80.4%		25.5-60.4%		0.0-25.4%	

Observation/Evaluations Point Total to Composite Score Chart

	Ineffective															
Raw Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Final Composite Score	0.0	1.8	3.6	5.4	7.2	9.0	10.8	12.6	14.4	16.2	18.0	19.8	21.6	23.4	25.2	27.0
	Ineffective										Developing					
Raw Points	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Final Composite Score	28.8	30.6	32.4	34.2	36.0	37.8	39.6	41.4	43.2	45.0	46.0	46.8	47.7	48.5	49.3	50.2
	Developing							Effective								
Raw Points	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
Final Composite Score	51.0	51.8	52.7	53.5	54.4	55.2	56.0	57.0	57.1	57.2	57.3	57.4	57.5	57.6	57.7	57.8
	Effective		Highly Effective													
Raw Points	48	49	50	51	52	53	54	55	56	57	58	59	60			
Final Composite Score	57.9	58.0	59.0	59.1	59.2	59.3	59.4	59.5	59.6	59.7	59.8	59.9	60.0			

APPENDIX A – Classroom Observation Form

Teachers Name _____ Evaluators Name _____
 School _____ Date of Observation _____
 Date of Pre-Conference _____ Date of Post-Conference _____
 Time Start _____ Time End _____

Score based on Evidence by Observations in Classroom					
Points	3.6	3.1	2.4	0	
	HE	E	D	I	Evidence
Domain 2: The Classroom Environment					
2a. Creating an environment of Respect and Rapport Respectful talk and turn taking, respect for students' background and outside lives, body language, active listening, fairness, warming, caring, and polite atmosphere.					
2b. Establishing a Culture for Learning Belief in the value of work, high expectations that are supported through behaviors, quality is expected and recognized, persistent effort, confidence in ability by teachers and students, expectation for all students to participate, students seeks information for themselves, recognize efforts of each other, take initiative for self-improvement.					
2c. Managing Classroom Procedures Smooth functioning routines, little or no loss of instructional time, students play an important role in carrying out the routines, students know what to do and where to move, students are productively engaged, students participate in classroom management of materials, supplies, and routines					
2d. Managing Student Behavior Clear standards of conduct, absence of acrimony, teacher awareness of student conduct, preventive action when needed, fairness, reinforcement of positive behavior, students intervene where appropriate.					
2e. Managing Physical Space Pleasant inviting atmosphere, safe environment, student accessible, furniture arrangement suitable for learning, effective use of physical resources and computer technology by both teacher and students, all students can see and hear, room supports learning goals, students take initiative to change physical space if needed, appropriate use of technology in the room.					
Comments:					

Points	3.6	3.1	2.4	0	
Domain 3: Instruction	HE	E	D	I	Evidence
3a. Communicating Clearly and Accurately Clarity of lesson purpose, clear and specific lesson activities, clear explanations of concepts, students understand the content, correct and imaginative use of language, teacher models, teacher invites students to explain content.					
3b. Using Questioning and Discussion Techniques Questions are cognitively challenging, questions with multiple correct answers or multiple approaches even when there is a single correct response, effective use of student responses and ideas, high levels of student participation in discussion, effective use of student responses and ideas, high levels of student participation in discussion, effective use of wait time, encourages student to student dialog, students initiative questions.					
3c. Engaging Students in Learning Activities aligned with goals of the lesson, student enthusiasm, interest, thinking, problem-solving, high-level student thinking learning tasks are aligned with objectives, students highly motivated and persistent to challenging tasks, students actively "working" rather than watching, suitable lesson pacing, students have choice, materials are challenging, students reflect on their own learning for self-improvement.					
3d. Using Assessment in Instruction Teacher elects evidence of student understanding, circulating to monitor student learning and offer feedback, teacher engages student in self-assessing, adjust instruction in response to student understanding, students collaborate in the creating and using assessment criteria.					
3e. Demonstrating Flexibility and Responsiveness Incorporation of student interests into a lesson, visible adjustment in the face of student lack of understanding, seizing a "teachable moment."					
Comments:					

APPENDIX B – End of Year/Summary Evaluation

Teachers Name _____

Evaluators Name _____

School _____

Date _____

Part A: Summary of Classroom Observations

Number	#1	#2	#3	#4	#5	Summary	
Date of Observations						Total Points	Average
Domain 2: The Classroom Environment	Pts.	Pts.	Pts.	Pts.	Pts.		
2a. Creating an environment of Respect and Rapport							
2b. Establishing a Culture for Learning							
2c. Managing Classroom Procedures							
2d. Managing Student Behavior							
2e. Managing Physical Space							
Domain 3: Instruction	Pts.	Pts.	Pts.	Pts.	Pts.		
3a. Communicating Clearly and Accurately							
3b. Using Questioning and Discussion Techniques							
3c. Engaging Students in Learning							
3d. Using Assessment in Instruction							
3e. Demonstrating Flexibility and Responsiveness							
						Total Points from Average (Nearest tenth) _____ Points/36	

Part B: End of Year Evaluation

Scores from Year-End Evaluation						
	Points	2.0	1.7	1.4	0	
Domain 1 Planning and Preparation	HE	E	D	I		Evidence
<p>1a. Demonstrating knowledge of content and pedagogy Teacher identifies important concepts of discipline and relationship to one another, consistently provides clear explanation of content, answers students accurately and provides feedback to further learning, seeks out content related professional development, cites intra and inter content relationships, uncovers students misconceptions and addresses them.</p>						
<p>1b. Demonstrate knowledge of students The teacher knows student’s cognitive development, range of interests, identified “high,” “medium,” and “low” groups of students, cultural heritage and special needs and uses information in lesson planning. Teacher uses on going methods to assess students’ skill levels and designs instruction accordingly and maintains updated student records and incorporates medical and/or learning needs into lesson plans.</p>						
<p>1c. Setting instructional outcomes Outcomes of the lesson relate to the big idea and known to the student during the lesson. Outcomes incorporate multiple processing opportunities (factual, conceptual understanding, reasoning, social, management, communication), lesson is sequential in presentation and connected to previous knowledge.</p>						
<p>1d. Demonstrating knowledge of Resources Uses a variety of: text levels, quest speaker, internet, multi-disciplinary resources, secondary level resources, resources outside of the classroom.</p>						
<p>1e. Designing coherent instruction Learning activities are matched to standards and outcomes, involve students in higher order thinking, materials are challenging, lesson has paced to match requirements and time allotted, permit choice, and meet students learning styles.</p>						
<p>1f. Designing Student Assessments Teacher assesses student understanding during the lesson and makes necessary adjustments, assessments are offered in multiple learning styles and allow for a variety of special needs, students are involved in self- assessment during the lesson, and assessments are related to real world application.</p>						
<p>Comments:</p>						

Scores from Year-End Evaluation

	Points	2.0	1.7	1.4	0	
Domain 4. Professional Responsibilities	HE	E	D	I	Comment/Evidence	
4a. Reflecting on teaching Teacher effectively assesses lesson and makes specific changes while in progress/or after the lesson and incorporates researched strategies.						
4b. Maintaining accurate records Teachers uses web site for storing and retrieval of instructional materials, records necessary information in a timely and accurate manner during class, students contribute to maintenance of records as appropriate, students maintain their own data files on their work and progress.						
4c. Communicating with families Information about lessons are available for parents and provides suggestions on how parents can provide support at home, students participate in how to inform parents of their progress, students share information they have created with their parents, students create opportunities for parent involvement.						
4d. Participating in a professional community Teacher works with other colleagues collaboratively during or planning of lesson, invites colleagues to observe in his/her classroom, participates in teacher rounds, lessons contribute to the district initiatives to improve quality of whole school.						
4e. Growing and developing professionally Teacher invites colleagues into their classroom, teacher participates in implementation of district wide initiatives, teacher is actively implementing researched strategies during lessons.						
4f. Showing professionalism Teacher actively addresses students, needs, provides opportunities for all students to participate in class, ensures all students are successful, teacher follows and works cooperatively with department decisions.						
Comments:						
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 30%; border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="width: 30%; border-bottom: 1px solid black; margin-bottom: 5px;"></div> </div> Teacher signature(Must be signed on last day of school) Date						Total Points from End of Year Evaluation (Nearest tenth) _____ Points/24

APPR SCORE

Total Points from Teacher Classroom Observations (36 points)	Total Points from End of Year Evaluation (24 points)	Total Points from Observations/Evaluation (60 points)	Other Measures of Effectiveness Component Score from Conversion Chart (60 points)

With No Value Added Measure	Possible Component Score	Earned Component Score	With Value Added Measure	Possible Component Score	Earned Component Score
Growth or Comparable Measure	20		Growth or Comparable Measure	25	
Locally-Selected Measure of Achievement	20		Locally-Selected Measure of Achievement	15	
Other Measures of Effectiveness	60		Other Measures of Effectiveness	60	
Total	100		Total	100	

APPR RATING

Rating	Overall Composite Score	
Highly Effective	91-100	Overall performance and results exceed expectations.
Effective	75-90	Overall performance and results meet expectations.
Developing	65-74	Overall performance and results need improvement.
Ineffective	0-64	Overall performance and results do not meet expectations.

Local Measure of Achievement based on Assessment for K-6 Principal–

Process for Setting Targets and Assigning Points:

- Superintendent reviews end of year STAR Math & Reading Enterprise data in the form of Grade Equivalents for students in grades 3 through 6 that was reviewed by Building principal for teachers.
- Student’s targets are to be at grade level or have achieved a years’ growth in terms if grade equivalency as defined by STAR.
- Points are assigned based on the percentage of students meeting or exceeding their individual targets using chart below to the K-6 Principal

		17	80.5 – 85.4%				
		16	75.5 – 80.4%				
		15	70.5 – 75.4%				
		14	65.5 – 70.4%	8	35.5 – 40.4%		
		13	60.5 – 65.4%	7	30.5 – 35.4%		
		12	55.5 – 60.4%	6	25.5 – 30.4%		
20	100.0-95.5%	11	50.5 – 55.4%	5	20.5 – 25.4%	2	5.5 – 10.4%
19	90.5 – 95.4%	10	45.5 – 50.4%	4	15.5 – 20.4%	1	0.5 – 5.4%
18	85.5 – 90.4%	9	40.5 – 45.4%	3	10.5 – 15.4%	0	0.0-0.4%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
85.5 – 100.0%		40.5 – 85.4%		10.5-40.4%		0.0-10.4%	

If a value-added model is approved...

		13	65.5 – 70.4%				
		12	60.5 – 65.4%	7	30.5 – 35.4%		
		11	55.5 – 60.4%	6	25.5 – 30.4%		
		10	50.5 – 55.4%	5	20.5 – 25.4%	2	5.5 – 10.4%
15	85.5 – 100%	9	45.5 – 50.4%	4	15.5 – 20.4%	1	0.5 – 5.4%
14	70.5 – 85.4%	8	35.5 – 45.4%	3	10.5 – 15.4%	0	0.0-0.4%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
70.5 – 100%		35.5 – 70.4%		10.5 – 35.4%		0.0-10.4%	

Local Measure of Achievement based on Assessment for 7-12 Principal

Process for Setting Targets and Assigning Points:

- Superintendent reviews Regents Exam data that the Building principal reviewed.
- Targets are set as passing NYS Regents Exams. NYSED & the Commissioners Regulations define passing as 65 or 55 with students classified as SWD by the CSE.
- The percent of students who pass all regents exams will determine the points assigned for the 7-12 principal
- The principal will only receive points in the Highly Effective Range once 84.5% of students pass AND 15% of students score 85 or higher on the assessments
- Our district will be administering the NYS integrated Algebra Regents in addition to NYS common core Algebra 1 regents to students enrolled in the common core courses. The higher of the two scores will be used for APPR purposes. The district will only be administering the NYS Comprehensive English Regents.
- Points are assigned using chart below.

		17	82.5 – 100% pass				
		16	79.5 – 82.4% pass				
		15	76.5 – 79.4% pass				
		14	73.5 – 76.4% pass	8	61.5 – 64.4% pass		
		13	70.5 – 73.4% pass	7	58.5 – 61.4% pass		
		12	67.5 – 70.4% pass	6	57.5 – 58.4% pass		
20	84.5 – 100% pass & at least 25% score above 85	11	66.5 – 67.4% pass	5	56.5 – 57.4% pass	2	44.5 – 54.4% pass
19	84.5 – 100% pass & at least 20% score above 85	10	65.5 – 66.4% pass	4	55.5 – 56.4% pass	1	24.5 – 44.4% pass
18	84.5 – 100% pass & at least 15% score above 85	9	64.5 – 65.4% pass	3	54.5 – 55.4% pass	0	0.0-24.4% pass
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
84.5 – 100.0% pass & Mastery targets 15 – 25+%		64.5 – 100% - pass		54.5-64.4% - pass		0.0-54.4% - pass	

If value added model is approved...

		13	73.5 – 100% pass				
		12	70.5 – 73.4% pass	7	58.5 – 61.4% pass		
		11	67.5 – 70.4% pass	6	57.5 – 58.4% pass		
		10	66.5 – 67.4% pass	5	56.5 – 57.4% pass	2	44.5 – 54.4% pass
15	84.5 – 100% pass & at least 25% score above 85	9	65.5 – 66.4% pass	4	55.5 – 56.4% pass	1	24.5 – 44.4% pass
14	84.5 – 100% pass & at least 20% score above 85	8	61.5 – 65.4% pass	3	54.5 – 55.4% pass	0	0.0-24.4% pass
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
84.5 – 100% pass AND Mastery targets 20- 25+%		61.5 – 100% pass		54.5-61.4% pass		0.0-54.4% pass	

	Ineffective															
Raw Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Final Composite Score	0.0	1.8	3.6	5.4	7.2	9.0	10.8	12.6	14.4	16.2	18.0	19.8	21.6	23.4	25.2	27.0
	Ineffective										Developing					
Raw Points	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Final Composite Score	28.8	30.6	32.4	34.2	36.0	37.8	39.6	41.4	43.2	45.0	46.0	46.8	47.7	48.5	49.3	50.2
	Developing							Effective								
Raw Points	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
Final Composite Score	51.0	51.8	52.7	53.5	54.4	55.2	56.0	57.0	57.1	57.2	57.3	57.4	57.5	57.6	57.7	57.8
	Effective		Highly Effective													
Raw Points	48	49	50	51	52	53	54	55	56	57	58	59	60			
Final Composite Score	57.9	58.0	59.0	59.1	59.2	59.3	59.4	59.5	59.6	59.7	59.8	59.9	60.0			

Appendix A

**Forestville Central School
Principal Improvement Plan**

Principal: _____

Superintendent: _____

Implementation Dates: _____

This plan is required for all principals who are rated as Developing or Ineffective in the APPR and are bound by Education Law 3012c. It will be implemented no later than 10 days are the opening of the school year.

To be completed by the superintendent:

Area(s) defined as Developing or Ineffective:

Statement of Standards-Based Goals: (each area identified above must have at least one goal)

To be completed jointly between the principal and superintendent:

Objectives/Action steps to be taken:

Professional Learning Activities:

Required Support/Resources:

Outcomes/Artifacts Expected:

Plan review date during 1st semester: _____

Plan review date during 2nd semester: _____

Principal Signature: _____ **Date:** _____

Superintendent Signature: _____ **Date:** _____

The Teacher Improvement Plan (TIP)

The Teacher Improvement Plan (TIP) is designed to provide support to teachers who receive overall ratings of Developing or Ineffective on the Annual Professional Performance Review.

Upon receiving a rating of “developing” or “ineffective”, a teacher shall be provided with a TIP. The TIP shall be provided as soon as practicable, but in no case later than ten (10) days after the opening of classes for the school year. The Parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action.

The district shall notify the Forestville Teachers Association immediately of any teachers who is rated as “developing” or “ineffective”.

The TIP shall be developed in consultation with the teacher and union representation. Every reasonable effort shall be made to have these meetings during the school day. However, it is understood that developing the plan may require meetings after the school day.

A TIP shall clearly specify:

- (i) the area(s) in need of improvement;
- (ii) the performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating;
- (iii) how improvement will be measured and monitored, and provide for periodic reviews of progress; and
- (iv) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher including, where appropriate, the assignment of a mentor teacher. The plan for improvement may include peer coaching, classroom visitations, training conferences, coursework, selected reading, and supervisory conferences. All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books and travel, shall be borne by the District in their entirety.

No disciplinary action predicated upon ineffective performance shall be taken by the District against a teacher until a TIP has been implemented with due diligence and its effectiveness in improving the teacher’s performance has been evaluated. No disciplinary action shall be taken by the District against a teacher predicated on an ineffective rating who has met the performance expectations set by a TIP.

Teacher Improvement Plan (TIP)

FORESTVILLE CENTRAL SCHOOL DISTRICT

Name _____ Subject/Grade _____

Building _____ Date _____

Administrator Responsible for Plan: _____

Timeline for Achieving Improvement: _____ *(meeting to be held following week)*

1. DOMAIN NEEDING IMPROVEMENT (based on Annual Professional Performance Review):

- _____ Planning and Preparation
- _____ The Classroom Environment
- _____ Instruction
- _____ Professional Responsibilities

(Administrator selects lowest-rated domain; additional areas may be addressed in subsequent plans.)

2. STANDARDS-BASED GOALS:

(Administrator identifies specific element(s) from the targeted domain that require improvement to the effective level; e.g. for Area 2, The Classroom Environment, "2d. Managing Student Behavior; 2e. Organizing Physical Space")

3. MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED:

(Team collaboratively agrees on the specific evidence that will demonstrate improvement, including the description of any artifacts the teacher will produce)

4. PROFESSIONAL LEARNING ACTIVITIES

Timeline

(developed collaboratively by team)

5. ADDITIONAL SUPPORT AND ASSISTANCE TO BE RECEIVED
Timeline

(developed collaboratively by team)

Signature of Administrator Responsible for Plan

Date

Teacher's Signature

Date

Signature of FTA Representative

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Stephen K. Van June Ed.D.

Teachers Union President Signature: Date:

Michelle R. Dolce Stephan Hubera

Administrative Union President Signature: Date:

Daniel Grand

Board of Education President Signature: Date:

Antonio C. Cruz