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

Acting Commissioner of Education
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April 23, 2015

Revised-Expedited Assessment Material Change

Jeffery Ziegler, Superintendent
Fort Edward Union Free School District
220 Broadway
Fort Edward, NY 12828

Dear Superintendent Ziegler:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) Expedited Assessment Material Change submission 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,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: James P. Dexter

NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on December 12, 2012, remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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.

EXPEDITED MATERIAL CHANGE FORM

Directions:

The following certification form is for use by school districts/BOCES that request to make a material change to their approved Annual Professional Performance Review (APPR) plan that relates solely to the elimination of unnecessary student assessments as described in Section 30-2.3(a)(2) of the Rules of the Board of Regents. For more information please see http://www.regents.nysed.gov/meetings/2014/February2014/214p12hea1.pdf.

Districts/BOCES that wish to submit material changes to their approved APPR plan for use in the current school year must complete and submit this form to EducatorEval (educatoreval@mail.nysed.gov) ***no later than March 1.*** Please note that the Department will not accept late submissions of this form. **Please type "Expedited Assessment Material Change" in the subject line of your email to ensure an expedited review of your material change request.**

The superintendent, district superintendent, or chancellor of each school district/BOCES must provide a written explanation of the changes to their approved APPR plan in addition to the required certification below---that no other material changes have been made to other portions of the APPR plan. In the form below, please identify the relevant Task(s) (2, 3, 7, and/or 8), as listed in the APPR Portal, that will be impacted by your requested material change. In each sub-task, please also indicate if changes were made to the selected assessment, HEDI process, and/or assignment of points.

The Department shall complete the review of properly and completely submitted material changes ***within 10 business days of submission***. In order to be considered properly and completely submitted, the submission must include this form with all appropriate signatures and dates and a corresponding submission in the APPR Portal (as described above) that meets the requirements of Education Law §3012-c and Subpart 30-2 of the Board of Regents. If a plan is reviewed and rejected by the Department because it was not properly and completely submitted or for any other reason, the 10 business day requirement for an expedited review does not apply until a new, properly and completely submitted material change is submitted for approval.

Please note that the Department will only review the Task(s) and sub-task(s) indicated in this certification form and no other portion of the APPR plan will be reviewed by the Department for compliance with Education Law §3012-c. Therefore, it is the responsibility of the district/BOCES to assure that the changes requested will not have an impact on the implementation of any other part of their approved APPR plan since the Department will not be reviewing the remaining portions of the approved APPR plan for compliance with Education Law §3012-c. The Department recommends that school districts/BOCES consult with their local counsel before submitting this certification form and any changes to their currently approved plan in the APPR Portal.

Name of school district or BOCES: Fort Edward Union Free School District

Please check the applicable boxes below to indicate which portions of the APPR plan have been changed that relate to the elimination of unnecessary assessments on students.

Task 2. State Growth or Other Comparable Measures (Teachers)

2.2) Grades K-3 ELA

☐ Kindergarten ELA Assessment ☐ Kindergarten ELA HEDI Process ☐ Kindergarten ELA Assignment of Points	☐ Grade 1 ELA Assessment ☐ Grade 1 ELA HEDI Process ☐ Grade 1 ELA Assignment of Points
☐ Grade 2 ELA Assessment ☐ Grade 2 ELA HEDI Process ☐ Grade 2 ELA Assignment of Points	☐ Grade 3 ELA HEDI Process ☐ Grade 3 ELA Assignment of Points

2.3) Grades K-3 Math

☐ Kindergarten Math Assessment ☐ Kindergarten Math HEDI Process ☐ Kindergarten Math Assignment of Points	☐ Grade 1 Math Assessment ☐ Grade 1 Math HEDI Process ☐ Grade 1 Math Assignment of Points
☐ Grade 2 Math Assessment ☐ Grade 2 Math HEDI Process ☐ Grade 2 Math Assignment of Points	☐ Grade 3 Math HEDI Process ☐ Grade 3 Math Assignment of Points

2.4) Grades 6-8 Science

☐ Grade 6 Science Assessment ☐ Grade 6 Science HEDI Process ☐ Grade 6 Science Assignment of Points	☐ Grade 7 Science Assessment ☐ Grade 7 Science HEDI Process ☐ Grade 7 Science Assignment of Points
☐ Grade 8 Science HEDI Process ☐ Grade 8 Science Assignment of Points	

2.5) Grades 6-8 Social Studies

☐ Grade 6 Social Studies Assessment ☐ Grade 6 Social Studies HEDI Process ☐ Grade 6 Social Studies Assignment of Points	☐ Grade 7 Social Studies Assessment ☐ Grade 7 Social Studies HEDI Process ☐ Grade 7 Social Studies Assignment of Points
☐ Grade 8 Social Studies Assessment ☐ Grade 8 Social Studies HEDI Process ☐ Grade 8 Social Studies Assignment of Points	

2.6) High School Social Studies Regents Courses

☐ Global 1 Assessment ☐ Global 1 HEDI Process ☐ Global 1 Assignment of Points	☐ Global 2 HEDI Process ☐ Global 2 Assignment of Points
☐ American History HEDI Process ☐ American History Assignment of Points	

2.7) High School Science Regents Courses

☐ Living Environment HEDI Process ☐ Living Environment Assignment of Points	☐ Earth Science HEDI Process ☐ Earth Science Assignment of Points
☐ Chemistry HEDI Process ☐ Chemistry Assignment of Points	☐ Physics HEDI Process ☐ Physics Assignment of Points

2.8) High School Math Regents Courses

☐ Algebra 1 HEDI Process ☐ Algebra 1 Assignment of Points	☐ Geometry HEDI Process ☐ Geometry Assignment of Points
☐ Algebra 2 HEDI Process ☐ Algebra 2 Assignment of Points	

2.9) High School English Language Arts

☐ Grade 9 ELA Assessment ☐ Grade 9 ELA HEDI Process ☐ Grade 9 ELA Assignment of Points	☐ Grade 10 ELA Assessment ☐ Grade 10 ELA HEDI Process ☐ Grade 10 ELA Assignment of Points
☐ Grade 11 ELA Assessment ☐ Grade 11 ELA HEDI Process ☐ Grade 11 ELA Assignment of Points	

2.10) All Other Courses

☐ All other course(s) Assessment(s) ☐ All other course(s) HEDI Process ☐ All other course(s) Assignment of Points

2.11) HEDI Table(s)

☐ Listed course(s) Assessment(s) ☐ Listed course(s) HEDI Process ☐ Listed course(s) Assignment of Points

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

☐ Grade 4 ELA Assessment ☐ Grade 4 ELA HEDI Process ☐ Grade 4 ELA Assignment of Points	☐ Grade 5 ELA Assessment ☐ Grade 5 ELA HEDI Process ☐ Grade 5 ELA Assignment of Points
☐ Grade 6 ELA Assessment ☐ Grade 6 ELA HEDI Process ☐ Grade 6 ELA Assignment of Points	☐ Grade 7 ELA Assessment ☐ Grade 7 ELA HEDI Process ☐ Grade 7 ELA Assignment of Points
☐ Grade 8 ELA Assessment ☐ Grade 8 ELA HEDI Process ☐ Grade 8 ELA Assignment of Points	

3.2) Grades 4-8 Math

☐ Grade 4 Math Assessment ☐ Grade 4 Math HEDI Process ☐ Grade 4 Math Assignment of Points	☐ Grade 5 Math Assessment ☐ Grade 5 Math HEDI Process ☐ Grade 5 Math Assignment of Points
☐ Grade 6 Math Assessment ☐ Grade 6 Math HEDI Process ☐ Grade 6 Math Assignment of Points	☐ Grade 7 Math Assessment ☐ Grade 7 Math HEDI Process ☐ Grade 7 Math Assignment of Points
☐ Grade 8 Math Assessment ☐ Grade 8 Math HEDI Process ☐ Grade 8 Math Assignment of Points	

3.3) HEDI Table(s) or Graphic(s)

☐ Listed course(s) Assessment(s) ☐ Listed course(s) HEDI Process ☐ Listed course(s) Assignment of Points

3.4) Grades K-3 ELA

☒ Kindergarten ELA Assessment ☐ Kindergarten ELA HEDI Process ☐ Kindergarten ELA Assignment of Points	☒ Grade 1 ELA Assessment ☐ Grade 1 ELA HEDI Process ☐ Grade 1 ELA Assignment of Points
☒ Grade 2 ELA Assessment ☐ Grade 2 ELA HEDI Process ☐ Grade 2 ELA Assignment of Points	☒ Grade 3 ELA Assessment ☐ Grade 3 ELA HEDI Process ☐ Grade 3 ELA Assignment of Points

3.5) Grades K-3 Math

☒ Kindergarten Math Assessment ☐ Kindergarten Math HEDI Process ☐ Kindergarten Math Assignment of Points	☒ Grade 1 Math Assessment ☐ Grade 1 Math HEDI Process ☐ Grade 1 Math Assignment of Points
☒ Grade 2 Math Assessment ☐ Grade 2 Math HEDI Process ☐ Grade 2 Math Assignment of Points	☒ Grade 3 Math Assessment ☐ Grade 3 Math HEDI Process ☐ Grade 3 Math Assignment of Points

3.6) Grades 6-8 Science

☐ Grade 6 Science Assessment ☐ Grade 6 Science HEDI Process ☐ Grade 6 Science Assignment of Points	☐ Grade 7 Science Assessment ☐ Grade 7 Science HEDI Process ☐ Grade 7 Science Assignment of Points
☐ Grade 8 Science Assessment ☐ Grade 8 Science HEDI Process ☐ Grade 8 Science Assignment of Points	

3.7) Grades 6-8 Social Studies

☐ Grade 6 Social Studies Assessment ☐ Grade 6 Social Studies HEDI Process ☐ Grade 6 Social Studies Assignment of Points	☐ Grade 7 Social Studies Assessment ☐ Grade 7 Social Studies HEDI Process ☐ Grade 7 Social Studies Assignment of Points
☐ Grade 8 Social Studies Assessment ☐ Grade 8 Social Studies HEDI Process ☐ Grade 8 Social Studies Assignment of Points	

3.8) High School Social Studies Regents Courses

☐ Global 1 Assessment ☐ Global 1 HEDI Process ☐ Global 1 Assignment of Points	☐ Global 2 Assessment ☐ Global 2 HEDI Process ☐ Global 2 Assignment of Points
☐ American History Assessment ☐ American History HEDI Process ☐ American History Assignment of Points	

3.9) High School Science Regents Courses

☐ Living Environment Assessment ☐ Living Environment HEDI Process ☐ Living Environment Assignment of Points	☐ Earth Science Assessment ☐ Earth Science HEDI Process ☐ Earth Science Assignment of Points
☐ Chemistry Assessment ☐ Chemistry HEDI Process ☐ Chemistry Assignment of Points	☐ Physics Assessment ☐ Physics HEDI Process ☐ Physics Assignment of Points

3.10) High School Math Regents Courses

☐ Algebra 1 Assessment ☐ Algebra 1 HEDI Process ☐ Algebra 1 Assignment of Points	☐ Geometry Assessment ☐ Geometry HEDI Process ☐ Geometry Assignment of Points
☐ Algebra 2 Assessment ☐ Algebra 2 HEDI Process ☐ Algebra 2 Assignment of Points	

3.11) High School English Language Arts

☐ Grade 9 ELA Assessment ☐ Grade 9 ELA HEDI Process ☐ Grade 9 ELA Assignment of Points	☐ Grade 10 ELA Assessment ☐ Grade 10 ELA HEDI Process ☐ Grade 10 ELA Assignment of Points
☐ Grade 11 ELA Assessment ☐ Grade 11 ELA HEDI Process ☐ Grade 11 ELA Assignment of Points	

3.12) All Other Courses

☐ All other course(s) Assessment(s) ☐ All other course(s) HEDI Process ☐ All other course(s) Assignment of Points

3.13) HEDI Table(s)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

Task 7. State Growth or Other Comparable Measures (Principals)

7.3) Students Learning Objectives as Comparable Growth Measures (20 points)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

7.3) HEDI Table(s)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

Task 8. Locally-Selected Measures (Principals)

8.1) Locally Selected Measures of Student Achievement for Principals With an Approved Value-Added Measure (15 points) (20 points until Value-Added is implemented)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

8.1) HEDI Table(s)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

8.2) Locally Selected Measures of Student Achievement for All Other Principals (20 points)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

8.2) HEDI Table(s)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

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: 3/12/15

Teachers Union President Signature: Date:

Roxanne L. Stab 3/16/15

Administrative Union President Signature: Date:

3/16/15

Board of Education President Signature: Date: 3/16/15

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

3/12/15

Statement of Assurances

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of 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 district or BOCES and its collective bargaining agent(s), where applicable, also assure 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 the district's or BOCES' complete APPR 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 district's or BOCES APPR plan, including any approved material changes; 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 or BOCES and its collective bargaining agent(s), where applicable, also make the following specific assurances with respect to their APPR plan:

- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure 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.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and 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's or building principal's performance is being measured.

- Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c and understands that the Commissioner reserves the right to revoke his/her approval of these material changes at any time if the Department determines that additional changes were made to the plan, other than those identified by the district or BOCES in this form.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- 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 the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

Signatures, Dates

Superintendent Signature: Date: 2/12/15

Teachers Union President Signature: Date:

Maureen L. Starks 2/13/15

Administrative Union President Signature: Date:

2/13/15

Board of Education President Signature: Date: 2/12/15

Effective May 10, 2014, the school district or BOCES also makes the following specific assurances with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the superintendent, district superintendent or chancellor certify that for the 2014-15 school year and thereafter:

- The amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such grade.
- The amount of time devoted to test preparation under traditional standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade.
- Time devoted to teacher administered classroom quizzes or exams, portfolio reviews or performance assessments, formative and diagnostic assessments, including but not limited to assessments used for diagnostic screening required by Education Law §3208(5), shall not be counted toward the aforementioned limits. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes.

Superintendent / District Superintendent / Chancellor Signature: Date: 2 | 12 | 15

FORT EDWARD UNION FREE SCHOOL DISTRICT

220 BROADWAY
FORT EDWARD, NEW YORK 12828
(518) 747-4529

Jeffery Ziegler
Superintendent of Schools
Pre K -5 Principal

Thomas McGurl
6-12 Principal

Expedited Material Change Form Rational

Fort Edward Union Free School District wishes to use the Expedited Material Change to make the following adjustment to Task 3 Locally Selected Measures (Teachers), specifically 3.4 and 3.5 due to the need to decrease testing for grades K-2. No other material changes have been made to other portions of the districts approved APPR Plan.

Task 3 Locally Selected Measures (Teachers)

3.4 Grades K-3 ELA

	Locally Selected Measure	Assessment
K	6(ii) School-wide measure computed locally	Grade 3 ELA and Math Terra Nova
1	6(ii) School-wide measure computed locally	Grade 3 ELA and Math Terra Nova
2	6(ii) School-wide measure computed locally	Grade 3 ELA and Math Terra Nova
3	6(ii) School-wide measure computed locally	Grade 3 ELA and Math Terra Nova

3.5 Grades K-3 Math

	Locally Selected Measure	Assessment
K	6(ii) School-wide measure computed locally	Grade 3 ELA and Math Terra Nova
1	6(ii) School-wide measure computed locally	Grade 3 ELA and Math Terra Nova
2	6(ii) School-wide measure computed locally	Grade 3 ELA and Math Terra Nova
3	6(ii) School-wide measure computed locally	Grade 3 ELA and Math Terra Nova

All teachers K-3 ELA and Math shall be evaluated based upon the Terra Nova Assessment performance of students. The student performance will be based on the ELA and Math assessments in Grade 3. Based on the overall achievement percentage of students, teachers will be assigned 0-20 points within the HEDI rating categories. The formula below will be used to determine achievement percentages.

Formula for converting achievement scores

- Final Assessment Scores will be converted to a 1-4 range

Formula for converting achievement scores

- Final Assessment Scores will be converted to a 1-4 range
  - Ineffective 0-54% (1's)
  - Developing 55-64% (2's)
  - Effective 65-84% (3's)
  - Highly Effective 85-100% (4's)
- Achievement Percentages will be calculated in the manner described below

Total Number of 1's x 0

Total Number of 2's x .5

Total Number of 3's x 1

Total Number of 4's x1

This number is divided by total number of students who took exam. Percentage will be used to determine final HEDI rating from 0-20.

Teachers with multiple locally-selected measures (LSM) (e.g. 4th grade teacher with locally selected measures for both ELA and Math) will have their locally-selected measures weighted proportionately based on the number of students included in their reportable teaching assignments

	LSM 1	**LSM 2**
Step 1: Determine of each LSM separately	16/20 points Effective	14/20 points Effective
Step 2: Weight each LSM proportionately	60 Students/110 Total Students = 55% of overall	50 Students/110 Total Students = 45% of overall
Step 3: Calculate proportional points for each LSM	16 points x 55% = 9 points	14 points x 45% = 6 points
Overall LSM Component Score	9 points + 6 points = 15 points	

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Thursday, February 05, 2015

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 640601020000

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

640601020000

1.2) School District Name: FORT EDWARD UFSD

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

FORT EDWARD UFSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Thursday, February 05, 2015

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed for Grade K, ELA
1	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed for Grade 1 ELA
2	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed for Grade 2 ELA

	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.	Using data results from pre-assessments, targets for student growth will be established in collaboration with the teacher and principal for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% or greater of students will meet or exceed their target goal on the Post Assessment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-84% of students will meet or exceed their target goal on the Post Assessment

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55-64% of students will meet or exceed their target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	54% or fewer of students will meet or exceed their target goal on the Post Assessment

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed for Grade K Math
1	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed for Grade 1 Math
2	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed for Grade 2 Math

	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.	Using data results from pre-assessments, targets for student growth will be established in collaboration with the teacher and principal for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% or greater of students will meet or exceed their target goal on the Post Assessment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-84% of students will meet or exceed their target goal on the Post Assessment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55-64% of students will meet or exceed their target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	54% or fewer of students will meet or exceed their target goal on the Post Assessment

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	WSWHE BOCES Developed for Grade 6 Science

7	District, regional or BOCES-developed assessment	WSWHE BOCES Developed for Gade 7 Science

	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.	Using data results from pre-assessments, targets for student growth will be established in collaboration with the teacher and principal for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% or greater of students will meet or exceed their target goal on the Post Assessment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-84% of students will meet or exceed their target goal on the Post Assessment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55-64% of students will meet or exceed their target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	54% or fewer of students will meet or exceed their target goal on the Post Assessment

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	WSWHE BOCES Developed for Grade 6 Social Studies
7	District, regional or BOCES-developed assessment	WSWHE BOCES Developed for Grade 7 Social Studies
8	District, regional or BOCES-developed assessment	WSWHE BOCES Developed for Grade 8 Social Studies

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.	Using data results from pre-assessments, targets for student growth will be established in collaboration with the teacher and principal for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or greater of students will meet or exceed their target goal on the Post Assessment
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students will meet or exceed their target goal on the Post Assessment
Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students will meet or exceed their target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	54% or fewer of students will meet or exceed their target goal on the Post Assessment

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	WSWHE BOCES Developed for 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.	Using data results from pre-assessments, targets for student growth will be established in collaboration with the teacher and principal for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or greater of students will meet or exceed their target goal on the Post Assessment
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students will meet or exceed their target goal on the Post Assessment
Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students will meet or exceed their target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	54% or fewer of students will meet or exceed their target goal on the Post Assessment

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.	Using data results from pre-assessments, targets for student growth will be established in collaboration with the teacher and principal for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or greater of students will meet or exceed their target goal on the Post Assessment
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students will meet or exceed their target goal on the Post Assessment
Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students will meet or exceed their target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	54% or fewer of students will meet or exceed their target goal on the Post Assessment

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.	Using data results from pre-assessments, targets for student growth will be established in collaboration with the teacher and principal for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or greater of students will meet or exceed their target goal on the Post Assessment
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students will meet or exceed their target goal on the Post Assessment
Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students will meet or exceed their target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	54% or fewer of students will meet or exceed their target goal on the Post Assessment

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	WSWHE BOCES Developed for Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	WSWHE BOCES Developed for Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	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 in addition to the Common Core English Regents, or just the latter, how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from pre-assessments, targets for student growth will be established in collaboration with the teacher and principal for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or greater of students will meet or exceed their target goal on the Post Assessment
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students will meet or exceed their target goal on the Post Assessment
Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students will meet or exceed their target goal on the Post Assessment

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	54% or fewer of students will meet or exceed their target goal on the Post Assessment

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 teachers not named above	School/BOCES-wide/group/team results based on State	WSWHE BOCES Developed Performance Task, grade and subject specific assessments

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.	Using data results from pre-assessments, targets for student growth will be established in collaboration with the teacher and principal for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or greater of students will meet or exceed their target goal on the Post Assessment
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students will meet or exceed their target goal on the Post Assessment
Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students will meet or exceed their target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	54% or fewer of students will meet or exceed their target goal on the Post Assessment

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/5364/142712-TXEtxx9bQW/HEDI Criteria for Growth SLO(2).doc

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances | Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances | Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances | Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
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 Tuesday, April 30, 2013
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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Terra Nova 3
5	4) State-approved 3rd party assessments	Terra Nova 3
6	4) State-approved 3rd party assessments	Terra Nova 3
7	4) State-approved 3rd party assessments	Terra Nova 3
8	4) State-approved 3rd party assessments	Terra Nova 3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The same assessment will be used across all classrooms in the same grade level. Based on the overall achievement percentages of students, teachers will be assigned 0-15 points within the HEDI rating catagories. See attachment in 3.3 for the process to determine achievement precentages.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or greater of students will meet or exceed the established achievement target goal on the Post Assessment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	65-84% of students will meet or exceed the established achievement target goal on the Post Assessment

grade/subject.	
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% of students will meet or exceed the established achievement target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or fewer students will meet or exceed the established achievement target goal on the Post Assessment

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Terra Nova 3
5	4) State-approved 3rd party assessments	Terra Nova 3
6	4) State-approved 3rd party assessments	Terra Nova 3
7	4) State-approved 3rd party assessments	Terra Nova 3
8	4) State-approved 3rd party assessments	Terra Nova 3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The same assessment will be used across all classrooms in the same grade level. Based on the overall achievement percentages of students, teachers will be assigned 0-15 points within the HEDI rating catagories. See attachment in 3.3 for the process to determine achievement precentages.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or greater of students will meet or exceed the established achievement target goal on the Post Assessment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students will meet or exceed the established achievement target goal on the Post Assessment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% of students will meet or exceed the established achievement target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or fewer students will meet or exceed the established achievement target goal on the Post Assessment

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. 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	Grade 3 Terra Nova 3 ELA, Grade 3 Terra Nova 3 Math
1	6(ii) School-wide measure computed locally	Grade 3 Terra Nova 3 ELA, Grade 3 Terra Nova 3 Math
2	6(ii) School-wide measure computed locally	Grade 3 Terra Nova 3 ELA, Grade 3 Terra Nova 3 Math
3	6(ii) School-wide measure computed locally	Grade 3 Terra Nova 3 ELA, Grade 3 Terra Nova 3 Math

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.	All teachers K-3 ELA shall be evaluated based upon the Terra Nova 3 Assessment performance of students. The students performance will be based on the ELA and Math assessments in Grade 3. Based on the overall achievement percentage of students, teachers will be assigned 0-20 points within the HEDI rating categories. See attachment in 3.13 for the process to determine achievement precentages.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or greater of students will meet or exceed the established achievement target goal on the Post Assessment
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students will meet or exceed the established achievement target goal on the Post Assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% of students will meet or exceed the established achievement target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or fewer students will meet or exceed the established achievement target goal on the Post Assessment

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	Grade 3 Terra Nova 3 ELA, Grade 3 Terra Nova 3 Math
1	6(ii) School-wide measure computed locally	Grade 3 Terra Nova 3 ELA, Grade 3 Terra Nova 3 Math
2	6(ii) School-wide measure computed locally	Grade 3 Terra Nova 3 ELA, Grade 3 Terra Nova 3 Math

3	6(ii) School-wide measure computed locally	Grade 3 Terra Nova 3 ELA, Grade 3 Terra Nova 3 Math

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.	All teachers K-3 Math shall be evaluated based upon the Terra Nova 3 Assessment performance of students. The students performance will be based on the ELA and Math assessments in Grade 3. Based on the overall achievement percentage of students, teachers will be assigned 0-20 points within the HEDI rating categories. See attachment in 3.13 for the process to determine achievement precentages.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or greater of students will meet or exceed the established achievement target goal on the Post Assessment
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students will meet or exceed the established achievement target goal on the Post Assessment
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% of students will meet or exceed the established achievement target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or fewer students will meet or exceed the established achievement target goal on the Post Assessment

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Fort Edward Developed Grade 6 Science
7	5) District, regional, or BOCES–developed assessments	Fort Edward Developed Grade 7 Science
8	5) District, regional, or BOCES–developed assessments	Fort Edward Developed Grade 8 Science

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same assessment will be used across all classrooms in the same grade level. Based on the overall achievement percentages of students, teachers will be assigned 0-20 points within the HEDI rating catagories. See attachment in 3.13 for the process to determine achievement precentages.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	85% or greater of students will meet or exceed the established achievement target goal on the Post Assessment

achievement for grade/subject.	
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students will meet or exceed the established achievement target goal on the Post Assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% of students will meet or exceed the established achievement target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or fewer students will meet or exceed the established achievement target goal on the Post Assessment

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Fort Edward Developed Grade 6 Social Studies
7	5) District, regional, or BOCES–developed assessments	Fort Edward Developed Grade 7 Social Studies
8	5) District, regional, or BOCES–developed assessments	Fort Edward Developed Grade 8 Social Studies

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same assessment will be used across all classrooms in the same grade level. Based on the overall achievement percentages of students, teachers will be assigned 0-20 points within the HEDI rating catagories. See attachment in 3.13 for the process to determine achievement precentages.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or greater of students will meet or exceed the established achievement target goal on the Post Assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students will meet or exceed the established achievement target goal on the Post Assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% of students will meet or exceed the established achievement target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or fewer students will meet or exceed the established achievement target goal on the Post Assessment

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	Fort Edward Developed Grade 9 Global 1
Global 2	5) District, regional, or BOCES–developed assessments	Fort Edward Developed Grade 10 Global 2
American History	5) District, regional, or BOCES–developed assessments	Fort Edward Developed Grade 11 American History

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.	The same assessment will be used across all classrooms in the same grade level. Based on the overall achievement percentages of students, teachers will be assigned 0-20 points within the HEDI rating catagories. See attachment in 3.13 for the process to determine achievement precentages.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or greater of students will meet or exceed the established achievement target goal on the Post Assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students will meet or exceed the established achievement target goal on the Post Assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% of students will meet or exceed the established achievement target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or fewer students will meet or exceed the established achievement target goal on the Post Assessment

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Fort Edward Developed for Living Environment
Earth Science	5) District, regional, or BOCES–developed assessments	Fort Edward Developed for Earth Science
Chemistry	5) District, regional, or BOCES–developed assessments	Fort Edward Developed for Chemistry

Physics	5) District, regional, or BOCES–developed assessments	Fort Edward Developed for Physics

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same assessment will be used across all classrooms in the same grade level. Based on the overall achievement percentages of students, teachers will be assigned 0-20 points within the HEDI rating catagories. See attachment in 3.13 for the process to determine achievement precentages.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or greater of students will meet or exceed the established achievement target goal on the Post Assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students will meet or exceed the established achievement target goal on the Post Assessment
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% of students will meet or exceed the established achievement target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or fewer students will meet or exceed the established achievement target goal on the Post Assessment

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Fort Edward Developed for Algebra 1
Geometry	5) District, regional, or BOCES–developed assessments	Fort Edward Developed for Geometry
Algebra 2	5) District, regional, or BOCES–developed assessments	Fort Edward Developed for Algebra 2

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same assessment will be used across all classrooms in the same grade level. Based on the overall achievement percentages of students, teachers will be assigned 0-20 points within the HEDI rating catagories. See attachment in 3.13 for the process to determine achievement precentages.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or greater of students will meet or exceed the established achievement target goal on the Post Assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students will meet or exceed the established achievement target goal on the Post Assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% of students will meet or exceed the established achievement target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or fewer students will meet or exceed the established achievement target goal on the Post Assessment

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	WSWHE BOCES Developed for Grade 9 ELA
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	WSWHE BOCES Developed for Grade 10 ELA
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	WSWHE BOCES Developed for Grade 11 ELA

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same assessment will be used across all classrooms in the same grade level. Based on the overall achievement percentages of students, teachers will be assigned 0-20 points within the HEDI rating catagories. See attachment in 3.13 for the process to determine achievement precentages.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or greater of students will meet or exceed the established achievement target goal on the Post Assessment

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students will meet or exceed the established achievement target goal on the Post Assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% of students will meet or exceed the established achievement target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or fewer students will meet or exceed the established achievement target goal on the Post Assessment

3.12) All Other Courses

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

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other courses and teachers	5) District/regional/BOCES–developed	Fort Edward Developed Grade and Course Specific

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same assessment will be used across all classrooms in the same grade level. Based on the overall achievement percentages of students, teachers will be assigned 0-20 points within the HEDI rating catagories. See attachment in 3.13 for the process to determine achievement precentages.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85% or greater of students will meet or exceed the established achievement target goal on the Post Assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students will meet or exceed the established achievement target goal on the Post Assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% of students will meet or exceed the established achievement target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or fewer students will meet or exceed the established achievement target goal on the Post Assessment

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/5139/152615-y92vNseFa4/HEDI Criteria-Process for Local Selected Measures(3).doc

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers with multiple locally selected measures (LSM) (e.g. 2nd grade teacher with locally selected measures for both ELA and Math) will have their locally selected measures weighted proportionately based on the number of students included in their reportable teaching assignments. See example posted in 3.13

3.16) Assurances

Please check all of the boxes below:

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

3.16) Assurances | Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked
3.16) Assurances | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
3.16) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

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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)

4.2) Points Within Other Measures

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

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Process for Implementation of APPR (60%) Observation/Other Evidence
Danielson's Framework for Teaching Rubric 2011 will be used during all observations and evaluating the Other evidence
HEDI Charts will reflect a composite score of the 2011 Rubric for a holistic scoring for each domain subcomponent
1. Probationary Teachers shall be required to have three formal observations, 2 announced and 1 unannounced.
2. Tenured Teachers shall be required to have two formal observations, 1 announced and 1 unannounced.
3. All teachers will be required to submit "Other Evidence".
4. All teachers are required to fill out the Pre-Conference, Lesson Plan Format, and Post-Conference forms within the period established on forms. For unannounced observations, these forms will be submitted before the post conference meeting.
5. One copy of the signed evaluation shall be placed in the teachers personnel file and the other copy shall be given to the teacher.
6. Each observation will be recorded on a HEDI form.
7. The Other Evidence will be recorded on a HEDI form.
8. The HEDI forms for each observation and Other Evidence will be combined, (defaulting to the highest score if variable is one) on a

Combined HEDI Chart
9. Final Point value will be determined by point calculations. (Each Component will be assigned a HEDI point value for each catagory are as follows: 4 points for HE, 3 points for E, 2 points for D, 1 point for Ie). Each Domain will carry a point value multiplier as follows:
a. Domain 1 = 2 point multiplier
b. Domain 2 = 1 point multiplier
c. Domain 3 = 2 point multiplier
d. Domain 4 = 1 point multiplier
e. Total points will be divided by 33
f. HEDI Rubric Conversion Chart for Cumulative HEDI rating category based on e.
10. Final Points will be recorded on the End-Of-The-Year Summative Report
11. All observations and Other Evidence will be completed by June 1 of each school year.

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

assets/survey-uploads/5091/142719-eka9yMJ855/Composite Scoring and Conversion Chart for Teachers(4)_1.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A teacher must receive a total score of 3.5 to 4 of a 4 point maximum to be considered highly effective.
Effective: Overall performance and results meet NYS Teaching Standards.	A teacher must receive a total score of 2.5 to 3.4 of a 4 point maximum to be considered effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A teacher must receive a total score of 1.5 to 2.4 of a 4 point maximum to be considered developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A teacher must receive a total score of 1 to 1.4 of a 4 point maximum to be considered ineffective.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
Informal/Short	0
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?

- Not Applicable

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	2
Informal/Short	0
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?

- Not Applicable

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/142721-Df0w3Xx5v6/Teacher Improvement Plan.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Procedure to Challenge APPR Composite Rating

Appeals of Ineffective and Developing Ratings Only
Only a tenured teacher may challenge his/her APPR pursuant to Chapter 103 of the Laws of 2010 (hereinafter referred to as an “APPR”), but such APPR Appeal may only include the substance of the teacher’s APPR if and only if the teacher receives an

“Ineffective” or “Developing” rating (teachers receiving a “Highly Effective” or “Effective”, rating may not appeal the substance of their APPR).

What may be challenged in an appeal
Adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c; adherence to the regulations of the Commissioner of Education ; the District’s compliance with the negotiated APPR procedures herein.

Prohibition against more than one appeal
APPR Appeals shall be submitted by the teacher and must specify all the grounds upon which the appeal is being made and must be from that area which was stated in the teacher’s APPR. Under no circumstance shall a teacher be permitted to submit more than one APPR Appeal relating to the same APPR. Any ground(s) not included in the teacher’s original APPR Appeal shall be deemed waived and unappealable.

Burden of Proof
In all APPR Appeals, the teacher shall have the burden of proof regarding the ground(s) upon which the appeal is based and provide all supporting documentation upon which the teacher relies in support of the appeal.

Timeframe for Filing Response
All APPR Appeals shall, without exception, be submitted in writing by the teacher within ten (10) days with an additional five (5) days provided to submit all supporting documentation and evidence. A total of fifteen (15) calendar days from the receipt of the End-Of-The-Year Summative Rating Report shall be deemed the date the fifteen (15) day period commences the teacher’s time to submit an APPR Appeal. The teacher or the teacher’s FETA representative must personally deliver an APPR Appeal and all supporting documentation in support of the Appeal to the Superintendent’s office and date stamped upon delivery. Any APPR Appeal not submitted within this timeframe shall be deemed waived and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over the performance review and any additional documents or materials relevant to the appeal. The performance review must be submitted with the appeal. Any information not submitted at the time the appeal is filed will not be considered.

Timeframe for District Response
Within fifteen (15) calendar days of the receipt of an appeal, the school district’s administrator who issued the performance review must submit a detailed written response to the appeal. The response must include any and all additional documents or written material specific to the point(s) of disagreement that support the school district’s response and are relevant to the resolution of the appeal.

Decision-maker on Appeal
A decision shall be rendered by the superintendent of schools or the superintendent’s designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision.
The Decision
A written decision on the APPR Appeal shall be rendered within thirty (30) calendar days after the APPR Appeal is received in the Superintendent’s Office, as indicated by the stamped date of delivery. The appeal shall be based on the written record, comprised of the teacher’s appeal papers and any documentary evidence accompanying the appeal, as well as the school districts response to the appeal and additional documentary evidence submitted with such papers.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher’s appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a new evaluation if procedures have been violated.

The decision and the APPR Appeal with all supporting documentation shall be provided to the teacher, the teacher’s supervisor and a copy will be placed in the teacher’s personnel file.

Exclusivity of 3012-c Appeal Procedure
The decision of the Superintendent or his designee, in all cases shall be final and binding, and there shall be no further appeal to any other authority, including, but not limited to, contractual grievance/arbitration procedure set forth with the Collective Bargaining Agreement between the District and FETA.

In the event, there is a conflict between the above and any other section of the Collective Bargaining Agreement between the District and FETA, the terms of this Appeal Procedure shall apply.

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 and Certification of Lead Evaluators and Evaluator

Lead Evaluator
Any individual who conducts evaluations of classroom teachers and/or building principals. These individuals will be trained and certified as a lead evaluator according to SED's model to ensure consistency and defensibility. All evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.
The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed the training sequence. This documentation will be provided by the training entity, such as WSWHE BOCES or other allowable providers in accordance to the regulations. The Superintendent's Secretary will maintain records of certification of evaluators.
Evaluator training will occur regionally in cooperation with the WSWHE BOCES. Training will be conducted by WSWHE BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Lead evaluator training will include training on:
(1) The New York State Teaching Standards, the ISLLC Learning Standards, and their related elements and performance indicators 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;
(4) Application and use of the teacher or principal rubric(s), 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 locally selected measures of student achievement used by the district evaluate its teachers or principals;
(7) Use of the Statewide Instructional Reporting System;
(8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and
(9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Recertification and Updated Training
Lead Evaluators will be certified and/or recertified on an annual basis through ongoing training provided by the WSWHE BOCES Network Team and/or other certified entities. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete final evaluations.
In addition, the District in conjunction with the WSWHE BOCES Network Team will work to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols. These protocols will include measures such as, but not limited to: ongoing professional development, differentiated support, data analysis; periodic comparisons of assessments; and annual calibration sessions across evaluators.
For the 2012-13 school year and thereafter, all lead evaluators of classroom teachers and principals shall be appropriately trained and certified by August 31 or 30 after appointment. All evaluators will 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	Checked

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

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

Created Tuesday, April 30, 2013
Updated Thursday, February 05, 2015

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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-12

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

Please check the boxes below:

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

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The K-12 Principal will recive a state growth score.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	State Growth Score
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	State Growth Score
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	State Growth Score

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

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

7.6) Assurances -- Comparable Growth Measures | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created: 04/30/2013
Last updated: 03/12/2015

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

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

	K-12	(d) measures used by district for teacher evaluation	Fort Edward Locally Developed Grade Level Assessments (9-12) in ELA, Math, Science, and Social Studies
	K-12	(d) measures used by district for teacher evaluation	Terra Nova 3 (3-8) in ELA, Math, Science, and Social Studies

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The same assessment will be used across all classrooms in the same grade level. Based on the overall achievement percentages of students, principal will be assigned 0-15 points within the HEDI rating catagories. See attachment in 3.3 for the process to determine achievement precentages.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or greater of students or more will meet or exceed the established achievement target goal on the Post Assessment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students will meet or exceed the established achievement target goal on the Post Assessment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% of students will meet or exceed the established achievement target goal on the Post Assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or fewer of students will meet or exceed the established achievement target goal on the Post Assessment

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)

assets/survey-uploads/12190/2657209-8o9AH60arN/HEDI Criteria for Local Selected Measures Principal 15 and 20.doc

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)

8.2) 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
	NA		

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	NA

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

Principals with more than one locally selected measure will have their scores combined commensurate with the ratio of students tested or the number of assessments administered to the same student population.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, February 05, 2015

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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

Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

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

9.3) Assurances -- Goals | Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
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).	Checked

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Process for Implementation of APPR (60%) Observation/Other Evidence
Multidimensional Principal Performance Rubric will be used for all observations and evidence binders
HEDI Chart will reflect a composite score Rubric
1. One copy of the signed evaluation shall be placed in the principal's personnel file and the other copy shall be given to the principal.
2. Each observation will be recorded on a HEDI form.
3. There are six domains in the Multidimensional Principal Performance Rubric.
a. Multidimensional Principal Performance Rubric data will be collected for each domain all year long and at the end of the year, based on the point value for each standard, the principal will receive a rating of 0-60 points. The data includes building visits, visits to faculty meetings, communication by the principal, presentations done by the principal, written observations, parent communication, etc.
b. For each domain there are ineffective, developing, effective and highly effective Ineffective -1- points
Developing -2- points
Effective 3- points
Highly Effective 4- points
The six domains are totaled, divided by 20. This gives a rubric score of between 0-4. Then using the detailed conversion chart the final HEDI score is determined.
4. Final Points will be recorded on the End-Of-The-Year Summative Report
5. All observations and Other Evidence will be completed by June 1 of each school year.

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

assets/survey-uploads/5143/142772-pMADJ4gk6R/Principal Subcomponent and Composite Scoring and Conversion Chart(4).doc

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

Highly Effective: Overall performance and results exceed standards.	Principal must receive a total of 3.5 to 4 of a 4 point maximum to be Highly Effective.

Effective: Overall performance and results meet standards.	Principal must receive a total of 2.5 to 3.4 of a 4 point maximum to be Effective.
Developing: Overall performance and results need improvement in order to meet standards.	Principal must receive a total of 1.5 to 2.4 of a 4 point maximum to be Developing.
Ineffective: Overall performance and results do not meet standards.	Principal must receive a total of 1 to 1.4 of a 4 point maximum to be Ineffective.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/142777-Df0w3Xx5v6/PIP.doc

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Procedure to Challenge APPR Composite Rating

Appeals of Ineffective and Developing Ratings Only
Only a tenured principal may challenge his/her APPR pursuant to Chapter 103 of the Laws of 2010 (hereinafter referred to as an "APPR"), but such APPR Appeal may only include the substance of the teacher's APPR if and only if the principal receives an

“Ineffective” or “Developing” rating (principals receiving a “Highly Effective” or “Effective”, rating may not appeal the substance of their APPR).

What may be challenged in an appeal
Adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c; adherence to the regulations of the Commissioner of Education ; the District’s compliance with the negotiated APPR procedures herein.

Prohibition against more than one appeal
APPR Appeals shall be submitted by the principal and must specify all the grounds upon which the appeal is being made and must be from that area which was stated in the principal’s APPR. Under no circumstance shall a principal be permitted to submit more than one APPR Appeal relating to the same APPR. Any ground(s) not included in the principal’s original APPR Appeal shall be deemed waived and unappealable.

Burden of Proof
In all APPR Appeals, the principal shall have the burden of proof regarding the ground(s) upon which the appeal is based and provide all supporting documentation upon which the teacher relies in support of the appeal.

Timeframe for Filing Response
All APPR Appeals shall, without exception, be submitted in writing by the principal within ten (10) days with an additional five (5) days provided to submit all supporting documentation and evidence. A total of fifteen (15) calendar days from the receipt of the End-Of-The-Year Summative Rating Report shall be deemed the date the fifteen (15) day period commences the principal’s time to submit an APPR Appeal. The principal must personally deliver an APPR Appeal and all supporting documentation in support of the Appeal to the Superintendent’s office and date stamped upon delivery. Any APPR Appeal not submitted within this timeframe shall be deemed waived and the appeal shall be deemed abandoned.

When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over the performance review and any additional documents or materials relevant to the appeal. The performance review must be submitted with the appeal. Any information not submitted at the time the appeal is filed will not be considered.

Timeframe for District Response
Within fifteen (15) calendar days of the receipt of an appeal, the school district’s administrator who issued the performance review must submit a detailed written response to the appeal. The response must include any and all additional documents or written material specific to the point(s) of disagreement that support the school district’s response and are relevant to the resolution of the appeal.

Decision-maker on Appeal
A decision shall be rendered by the superintendent of schools or the superintendent’s designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision.
The Decision
A written decision on the APPR Appeal shall be rendered within thirty (30) calendar days after the APPR Appeal is received in the Superintendent’s Office, as indicated by the stamped date of delivery. The appeal shall be based on the written record, comprised of the principal’s appeal papers and any documentary evidence accompanying the appeal, as well as the school districts response to the appeal and additional documentary evidence submitted with such papers.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal’s appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a new evaluation if procedures have been violated.

The decision and the APPR Appeal with all supporting documentation shall be provided to the principal, the principal’s supervisor and a copy will be placed in the principal’s personnel file.

Exclusivity of 3012-c Appeal Procedure
The decision of the Superintendent or his designee, in all cases shall be final and binding, and there shall be no further appeal to any other authority, including, but not limited to, the Commissioner of Education, State or Federal courts, the Public Employment Relations Board (“PERB”) or the contractual grievance/arbitration procedure set forth with the Terms and Conditions of Employment Agrerement between the District and Principal.

In the event, there is a conflict between the above and any other section of the Terms and Conditions of Employment Agreement between the District and The Principal, the terms of this Appeal Procedure shall apply.

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

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

Training and Certification of Lead Evaluators and Evaluator

Lead Evaluator
Any individual who conducts evaluations of classroom teachers and/or building principals. These individuals will be trained and certified as a lead evaluator according to SED's model to ensure consistency and defensibility. All evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.
The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed the training sequence. This documentation will be provided by the training entity, such as WSWHE BOCES or other allowable providers in accordance to the regulations. The Superintendent's Secretary will maintain records of certification of evaluators.
Evaluator training will occur regionally in cooperation with the WSWHE BOCES. Training will be conducted by WSWHE BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Lead evaluator training will include training on:
(1) The New York State Teaching Standards, the ISLLC Learning Standards, and their related elements and performance indicators 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;
(4) Application and use of the teacher or principal rubric(s), 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 locally selected measures of student achievement used by the district evaluate its teachers or principals;
(7) Use of the Statewide Instructional Reporting System;
(8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and
(9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Recertification and Updated Training
Lead Evaluators will be certified and/or recertified on an annual basis through ongoing training provided by the WSWHE BOCES Network Team and/or other certified entities. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete final evaluations.
In addition, the District in conjunction with the WSWHE BOCES Network Team will work to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols. These protocols will include measures such as, but not limited to: ongoing professional development, differentiated support, data analysis; periodic comparisons of assessments; and annual calibration sessions across evaluators.
For the 2012-13 school year and thereafter, all lead evaluators of classroom teachers and principals shall be appropriately trained and certified by August 31 or 30 after appointment. All evaluators will receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

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

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Updated Thursday, February 05, 2015

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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/5581/152591-3Uqgn5g9Iu/Signature Page3.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

HEDI Criteria for Growth SLO's (Based on 100 point)

Overall Target Outcome: *Using data results from pre-assessments, targets for student growth will be established in collaboration with the teacher and principal for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."*

Conversion Chart for SLOs

HEDI Criteria to determine range of student performance that "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), "well above" (highly effective)

Highly Effective (He): 85% or greater of students or more will meet or exceed their target goal on the Post Assessment

Effective: 65-84% of students will meet or exceed their target goal on the Post Assessment

Developing: 55-64% of students will meet or exceed their target goal on the Post Assessment

Ineffective(Ie): 54% or fewer students will meet or exceed their target goal on the Post Assessment

He			Effective									Developing						Ie		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	94-90%	89-85%	84-82%	81-79%	78-77%	76%	**75%**	74-73%	72-71%	70-68%	65-67%	64%	63%	61-62%	59-60%	57-58%	55-56%	41-54%	15-40%	0-14%

Note:

If more than one (1) SLO is required or more than one growth score is provided by the state, the **Overall Growth Component Rating** will be determined as described below:

SLO's will be weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points. (Example chart below based on 2 SLOs)

	SLO 1	**SLO2**
Step 1: Determine of each SLO separately	16/20 points Effective	14/20 points Effective
Step 2: Weight each SLO proportionately	60 Students/110 Total Students = 55% of overall	50 Students/110 Total Students = 45% of overall
Step 3: Calculate proportional points for each SLO	16 points x 55% = 9 points	14 points x 45% = 6 points
Overall Growth Component Score	9 points + 6 points = 15 points	

HEDI Criteria for Locally Selected Measures of Student Achievement (Based on 100 point)

Overall Target Outcome: *The same assessments will be used across all classrooms in the same grade level. Based on the overall achievement percentage of students, teachers will be assigned 0-20 points within the HEDI rating categories. The formula below will be used to determine achievement percentages.*

Conversion Chart for Locally Selected Measures (20 pts)

HEDI Criteria to determine range of student performance that "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), "well above" (highly effective)

Highly Effective (He): 85% or greater of students or more will meet or exceed the established achievement target goal on the Post Assessment

Effective: 65-84% of students will meet or exceed the established achievement target goal on the Post Assessment

Developing: 55-64% of students will meet or exceed the established achievement target goal on the Post Assessment

Ineffective(Ie): 54% or fewer students will meet or exceed the established achievement target goal on the Post Assessment

He			Effective									Developing						Ie		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	94-90%	89-85%	84-82%	81-79%	78-77%	76%	**75%**	74-73%	72-71%	70-68%	65-67%	64%	63%	61-62%	59-60%	57-58%	55-56%	41-54%	15-40%	0-14%

Conversion Chart for Locally Selected Measures (15 pts)

HEDI Criteria to determine range of student performance that "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), "well above" (highly effective)

Highly Effective (He): 85% or greater of students or more will meet or exceed the established achievement target goal on the Post Assessment

Effective: 65-84% of students will meet or exceed the established achievement target goal on the Post Assessment

Developing: 55-64% of students will meet or exceed the established achievement target goal on the Post Assessment

Ineffective(Ie): 54% or fewer students will meet or exceed the established achievement target goal on the Post Assessment

He		Effective						Developing					Ie		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100%	85-92%	81-84%	77-80%	74-76%	71-73%	68-70%	65-67%	63-64%	61-62%	59-60%	57-58%	55-56%	36-54%	19-35%	0-18%

Formula for converting achievement scores

- Final Assessment Scores will be converted to a 1-4 range
  - Ineffective 0-54% (1's)
  - Developing 55-64% (2's)
  - Effective 65-84% (3's)
  - Highly Effective 85-100% (4's)
- Achievement Percentages will be calculated in the manner described below

Total Number of 1's x 0

Total Number of 2's ÷ 2

Total Number of 3's x 1

Total Number of 4's x1

This number is divided by total number of students who took exam. Percentage will be used to determine final HEDI rating from 0-20 and from 0-15.

Teachers with multiple locally-selected measures (LSM) (e.g. 2nd grade teacher with locally selected measures for both ELA and Math) will have their locally-selected measures weighted proportionately based on the number of students included in their reportable teaching assignments

	LSM 1	**LSM 2**
Step 1: Determine of each LSM separately	16/20 points Effective	14/20 points Effective
Step 2: Weight each LSM proportionately	60 Students/110 Total Students = 55% of overall	50 Students/110 Total Students = 45% of overall
Step 3: Calculate proportional points for each LSM	16 points x 55% = 9 points	14 points x 45% = 6 points
Overall LSM Component Score	9 points + 6 points = 15 points	

HEDI Criteria for Locally Selected Measures of Student Achievement (Based on 100 point)

Overall Target Outcome: *The same assessments will be used across all classrooms in the same grade level. Based on the overall achievement percentage of students, teachers will be assigned 0-20 points within the HEDI rating categories. The formula below will be used to determine achievement percentages.*

Conversion Chart for Locally Selected Measures (20 pts)

HEDI Criteria to determine range of student performance that "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), "well above" (highly effective)

Highly Effective (He): 85% or greater of students or more will meet or exceed the established achievement target goal on the Post Assessment

Effective: 65-84% of students will meet or exceed the established achievement target goal on the Post Assessment

Developing: 55-64% of students will meet or exceed the established achievement target goal on the Post Assessment

Ineffective(Ie): 54% or fewer students will meet or exceed the established achievement target goal on the Post Assessment

He			Effective									Developing						Ie		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	94-90%	89-85%	84-82%	81-79%	78-77%	76%	**75%**	74-73%	72-71%	70-68%	65-67%	64%	63%	61-62%	59-60%	57-58%	55-56%	41-54%	15-40%	0-14%

Conversion Chart for Locally Selected Measures (15 pts)

HEDI Criteria to determine range of student performance that "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), "well above" (highly effective)

Highly Effective (He): 85% or greater of students or more will meet or exceed the established achievement target goal on the Post Assessment

Effective: 65-84% of students will meet or exceed the established achievement target goal on the Post Assessment

Developing: 55-64% of students will meet or exceed the established achievement target goal on the Post Assessment

Ineffective(Ie): 54% or fewer students will meet or exceed the established achievement target goal on the Post Assessment

He		Effective						Developing					Ie		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100%	85-92%	81-84%	77-80%	74-76%	71-73%	68-70%	65-67%	63-64%	61-62%	59-60%	57-58%	55-56%	36-54%	19-35%	0-18%

Formula for converting achievement scores

- Final Assessment Scores will be converted to a 1-4 range
  - Ineffective 0-54% (1's)
  - Developing 55-64% (2's)
  - Effective 65-84% (3's)
  - Highly Effective 85-100% (4's)
- Achievement Percentages will be calculated in the manner described below

Total Number of 1's x 0

Total Number of 2's ÷ 2

Total Number of 3's x 1

Total Number of 4's x1

This number is divided by total number of students who took exam. Percentage will be used to determine final HEDI rating from 0-20 and from 0-15.

Teachers with multiple locally-selected measures (LSM) (e.g. 2nd grade teacher with locally selected measures for both ELA and Math) will have their locally-selected measures weighted proportionately based on the number of students included in their reportable teaching assignments

	LSM 1	**LSM 2**
Step 1: Determine of each LSM separately	16/20 points Effective	14/20 points Effective
Step 2: Weight each LSM proportionately	60 Students/110 Total Students = 55% of overall	50 Students/110 Total Students = 45% of overall
Step 3: Calculate proportional points for each LSM	16 points x 55% = 9 points	14 points x 45% = 6 points
Overall LSM Component Score	9 points + 6 points = 15 points	

Fort Edward Union Free School District
Observation HEDI Chart

Teacher Name: _____ School Year: _____

Grade or Subject Area: _____ Observation Number_____
(Announced/Unannounced)

I – Ineffective D – Developing E – Effective HE – Highly Effective

Domain/Sub Domain	1 I	2 D	3 E	4 HE
1a: Demonstrating knowledge of content and pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating knowledge of resources				
1e: Designing coherent instruction				
1f: Designing student assessment				
2a: Creating an environment of respect and rapport				
2b: Establishing a culture of learning				
2c: Managing classroom procedures				
2d: Managing student behavior				
2e: Organizing physical space				
3a: Communicating with students				
3b: Using questioning and discussion techniques				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				
4a: Reflecting on Teaching				
4b: Maintaining Accurate Records				
4c: Communicating with Families				
4d: Contributing to the School and District				
4e: Growing and Developing Professionally				
4f: Demonstrating Professionalism				

Fill out the above chart for evaluation of Observation. Rubric will contain all specific evidence related to the score above. Copy of the rubric will be provided with this document.

Fort Edward Union Free School District
Other Evidence HEDI Chart

Teacher Name: _____ School Year: _____

Grade or Subject Area: _____

I – Ineffective D – Developing E – Effective HE – Highly Effective

Domain/Sub Domain	1 I	2 D	3 E	4 HE
1a: Demonstrating knowledge of content and pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating knowledge of resources				
1e: Designing coherent instruction				
1f: Designing student assessment				
2a: Creating an environment of respect and rapport				
2b: Establishing a culture of learning				
2c: Managing classroom procedures				
2d: Managing student behavior				
2e: Organizing physical space				
3a: Communicating with students				
3b: Using questioning and discussion techniques				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				
4a: Reflecting on Teaching				
4b: Maintaining Accurate Records				
4c: Communicating with Families				
4d: Contributing to the School and District				
4e: Growing and Developing Professionally				
4f: Demonstrating Professionalism				

Fill out the above chart for evaluation of Other Evidence. Rubric will contain all specific evidence related to the score above. Copy of the rubric will be provided with this document.

Fort Edward Union Free School District
Combined HEDI Chart

Teacher Name: _____ School Year: _____

Grade or Subject Area: _____

I – Ineffective D – Developing E – Effective HE – Highly Effective

Domain/Sub Domain	1 I	2 D	3 E	4 HE
1a: Demonstrating knowledge of content and pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating knowledge of resources				
1e: Designing coherent instruction				
1f: Designing student assessment				
2a: Creating an environment of respect and rapport				
2b: Establishing a culture of learning				
2c: Managing classroom procedures				
2d: Managing student behavior				
2e: Organizing physical space				
3a: Communicating with students				
3b: Using questioning and discussion techniques				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				
4a: Reflecting on Teaching				
4b: Maintaining Accurate Records				
4c: Communicating with Families				
4d: Contributing to the School and District				
4e: Growing and Developing Professionally				
4f: Demonstrating Professionalism				

Fill out above chart with the average (faulting to highest score if variable is one) from both observations and adding the scores from the Other Evidence chart

Point Calculations

Domain 1 Points: _____ x 2 = _____
Domain 2 Points: _____ x 1 = _____
Domain 3 Points: _____ x 2 = _____
Domain 4 Points: _____ x 1 = _____
Total Points: _____ / 33 = _____ Score to be used on HEDI Conversion Chart to determine HEDI Rating

Fort Edward Union Free School District

HEDI Rubric Conversion Chart for Observation and Other Evidence

Avg. Rubric Score	Points	Avg. Rubric Score	Points
1	0	1.308	38
1.008	1	1.317	39
1.017	2	1.325	40
1.025	3	1.333	41
1.033	4	1.342	42
1.042	5	1.35	43
1.05	6	1.358	44
1.058	7	1.367	45
1.067	8	1.375	46
1.0075	9	1.383	47
1.083	10	1.392	48
1.092	11	1.4	49
1.1	12	1.5	50
1.108	13	1.6	50.7
1.115	14	1.7	51.4
1.123	15	1.8	52.1
1.131	16	1.9	52.8
12.138	17	2	53.5
1.146	18	2.1	54.2
1.154	19	2.2	54.9
1.162	20	2.3	55.6
1.169	21	2.4	56.3
1.177	22	2.5	57
1.185	23	2.6	57.2
1.192	24	2.7	57.4
1.2	25	2.8	57.6
1.208	26	2.9	57.8
1.217	27	3	58
1.225	28	3.1	58.2
1.233	29	3.2	58.4
1.242	30	3.3	58.6
1.25	31	3.4	58.8
1.258	32	3.5	59
1.267	33	3.6	59.2
1.275	34	3.7	59.4
1.283	35	3.8	59.6
1.292	36	3.9	59.8
1.3	37	4	60

Overall Composite scores will be in whole numbers

Level	Overall Rubric Average Score	60 Point Distribution for Composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

Fort Edward Union Free School District
Teacher Improvement Plan

Teacher Name: _____ School Year: _____

Grade or Subject Area: _____

Based on the rating of **Ineffective or Developing** on your Summative End-Of-The-Year Report the following Teacher Improvement Plan (TIP) will be in effect for the _____ School Year.

The Teacher Improvement Plan (TIP) is designed to provide support through communication, discussion and collaboration in the area (s) of significant concern. The administrator, teacher, and their union representative will jointly determine the strategies to be taken to overcome the deficiencies, but it is agreed that the primary responsibility for correction of the deficiencies remains with the teacher. The administrator, teacher, and their union representative will agree on a mutual time-line to improve any noted deficiencies.

The Purpose of a TIP is to:

- improve teacher performance;
- provide targeted, intensive assistance process;
- provide additional support;
- provide due process for possible disciplinary action;

Administrative Assessment:
Identified Areas Needing Improvement: (as outlined in the Frameworks: Planning and Preparation, Classroom Environment; Instruction, and/or Professional Responsibilities)

Expectations

Teacher Self-Assessment:
Teacher Strengths:

Areas Needing Improvement:

Expectations:

Recommendations for Teacher Improvement/Action Plan

(To be completed jointly by teacher, union representative, and administrator)

Area(s) Needing Improvement	Action Steps (Provide Detailed Description) (Attach additional forms if needed)	Timeline for Completion	Evidence

Teacher Comments: _____

_____

_____

_____

Administrator Comments: _____

_____

_____

_____

_____ Date: _____

Administrative Signature indicates that I developed this Improvement Plan with the teacher's and teacher's union representative input.

_____ Date: _____

Teacher Signature indicates that I provided input into the Improvement Plan.

_____ Date: _____

Teacher Union Representative indicates that I provided input into the Improvement Plan.

Evaluation of Teacher Improvement/Action Plan

(To be completed jointly by teacher, union representative, and administrator)

Area(s) Needing Improvement	Action Steps Used (Provide Detailed Description)	Satisfactory Completion		Action Steps Completed	
		YES	NO	YES	NO
TIP Satisfied?	☐ Yes ☐ No (If "No", recommendations must be specified in Administrator Comments below)				

Teacher Comments: _____

_____

_____

_____

Administrator Comments: _____

_____

_____

_____

_____ Date: _____

Administrative Signature

_____ Date: _____

Teacher Signature

_____ Date: _____

Teacher Union Representative

HEDI Criteria for Locally Selected Measures of Student Achievement (Based on 100 point)

Overall Target Outcome: The same assessment will be used across all classrooms in the same grade level. Based on the number of students that meet the established achievement targets, principal will be assigned 0-15 or 0-20 points within the HEDI rating categories as identified on the Conversion Chart. Only the core subjects ELA, Math, Science, and Social Studies will be used to determine the Principals Locally Selected Measures of Student Achievement.

Conversion Chart for Locally Selected Measures (20 pts)

HEDI Criteria to determine range of student performance that "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), "well above" (highly effective)

Highly Effective (He): 85% or greater of students or more will meet or exceed the established achievement target goal on the Post Assessment

Effective: 65-84% of students will meet or exceed the established achievement target goal on the Post Assessment

Developing: 55-64% of students will meet or exceed the established achievement target goal on the Post Assessment

Ineffective(Ie): 54% or fewer students will meet or exceed the established achievement target goal on the Post Assessment

He			Effective									Developing						Ie		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	94-90%	89-85%	84-82%	81-79%	78-77%	76%	**75%**	74-73%	72-71%	70-68%	65-67%	64%	63%	61-62%	59-60%	57-58%	55-56%	41-54%	15-40%	0-14%

Conversion Chart for Locally Selected Measures (15 pts)

HEDI Criteria to determine range of student performance that "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), "well above" (highly effective)

Highly Effective (He): 85% or greater of students or more will meet or exceed the established achievement target goal on the Post Assessment

Effective: 65-84% of students will meet or exceed the established achievement target goal on the Post Assessment

Developing: 55-64% of students will meet or exceed the established achievement target goal on the Post Assessment

Ineffective(Ie): 54% or fewer students will meet or exceed the established achievement target goal on the Post Assessment

He		Effective						Developing					Ie		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100%	85-92%	81-84%	77-80%	74-76%	71-73%	68-70%	65-67%	63-64%	61-62%	59-60%	57-58%	55-56%	36-54%	19-35%	0-18%

Two assessments will be required for the Local 15% or Local 20% for Grades K – 5 common branch this will focus on a ELA and Math.

One assessment will be required for Local 15% f or Local 20% or Grades 6-8 Subject area teachers for the subject and grade to be mutually agreed upon

One assessment will be required for Local 15% or Local 20% for Grades 9-12 for the subject and grade to be mutually agreed upon

Assessments used for the Local 15% or Local 20% will be locally developed, if a BOCES Regionally Developed Assessment is not available, the 4-8 will use the Terra Nova Assessment, and administered across common grade levels. K-3 will use the Math and ELA Terra Nova Assessment in 3rd grade, will use a building wide measurement based on these assessment and used for all common branch teachers K-3.

Assessment Scores	Performance Level			
0-54	Number in this range	_____	X 0 =	_____
55-64	Number in this range	_____	÷ 2 =	_____
65-84	Number in this range	_____	X 1 =	_____
85-100	Number in this range	_____	X 1 =	_____
		(GR)		(TGR)

Calculation: Total the numbers in the grade ranges (TGR) and divide by the total number of students taking assessment (TA) equal the % to be applied to the HEDI scale.

Fort Edward Union Free School District
Observation HEDI Chart

Principal Name: _____ School Year: _____

Observation Number_____
(Announced/Unannounced)

I – Ineffective D – Developing E – Effective HE – Highly Effective

Domain/Sub Domain	1 I	2 D	3 E	4 HE
1a: Culture				
1b: Sustainability				
2a: Culture				
2b: Instructional Program				
2c: Capacity Building				
2d: Sustainability				
2e. Strategic Planning				
3a: Capacity Building				
3b: Culture				
3c: Sustainability				
3d: Instructional Program				
4a: Strategic Planning Process: Inquiry				
4b: Culture				
4c: Sustainability				
5a: Sustainability				
5b: Culture				
6a: Sustainability				
6b. Evaluating Attainment				
Other a: Uncovering Goals				
Other b: Strategic Planning				

Fill out above chart for observation based on categories highlighted on Multidimensional Principal Performance Rubric

Fort Edward Union Free School District
Other Evidence HEDI Chart

Principal Name: _____ School Year: _____

I – Ineffective D – Developing E – Effective HE – Highly Effective

Domain/Sub Domain	1 I	2 D	3 E	4 HE
1a: Culture				
1b: Sustainability				
2a: Culture				
2b: Instructional Program				
2c: Capacity Building				
2d: Sustainability				
2e. Strategic Planning				
3a: Capacity Building				
3b: Culture				
3c: Sustainability				
3d: Instructional Program				
4a: Strategic Planning Process: Inquiry				
4b: Culture				
4c: Sustainability				
5a: Sustainability				
5b: Culture				
6a: Sustainability				
6b. Evaluating Attainment				
Other a: Uncovering Goals				
Other b: Strategic Planning				
Other c: Taking Action				
Other d: Evaluating Attainment				

Fill out the above chart for evaluation of Other Evidence

Fort Edward Union Free School District
Combined HEDI Chart

Princpal Name: _____ School Year: _____

I – Ineffective D – Developing E – Effective HE – Highly Effective

Domain/Sub Domain	1 I	2 D	3 E	4 HE
1a: Culture				
1b: Sustainability				
2a: Culture				
2b: Instructional Program				
2c: Capacity Building				
2d: Sustainability				
2e. Strategic Planning				
3a: Capacity Building				
3b: Culture				
3c: Sustainability				
3d: Instructional Program				
4a: Strategic Planning Process: Inquiry				
4b: Culture				
4c: Sustainability				
5a: Sustainability				
5b: Culture				
6a: Sustainability				
6b. Evaluating Attainment				
Other a: Uncovering Goals				
Other b: Strategic Planning				

Fill out above chart with the average (faulting to highest score if variable is one) from both observations and adding the scores from the Other Evidence chart

Point Calculations

Domain 1 Points: _____ x 1 = _____
Domain 2 Points: _____ x 1 = _____
Domain 3 Points: _____ x 1 = _____
Domain 4 Points: _____ x 1 = _____
Domain 5 Points: _____ x 1 = _____
Domain 6 Points: _____ x 1 = _____
Other Points: _____ x 1 = _____

Total Points: _____ / 20 = _____ Score to be used on HEDI Conversion Chart to determine HEDI Rating

Fort Edward Union Free School District
HEDI Rubric Conversion Chart for Observation and Other Evidence (Principal)

Avg. Rubric Score	Points	Avg. Rubric Score	Points
1	0	1.308	38
1.008	1	1.317	39
1.017	2	1.325	40
1.025	3	1.333	41
1.033	4	1.342	42
1.042	5	1.35	43
1.05	6	1.358	44
1.058	7	1.367	45
1.067	8	1.375	46
1.0075	9	1.383	47
1.083	10	1.392	48
1.092	11	1.4	49
1.1	12	1.5	50
1.108	13	1.6	50.7
1.115	14	1.7	51.4
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1.25	31	3.4	58.8
1.258	32	3.5	59
1.267	33	3.6	59.2
1.275	34	3.7	59.4
1.283	35	3.8	59.6
1.292	36	3.9	59.8
1.3	37	4	60

Overall Composite Scores will be in whole numbers

Level	Overall Rubric Average Score	60 Point Distribution for Composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

Fort Edward Union Free School District
Principal Improvement Plan

Principal Name: _____ School Year: _____

Based on the rating of **Ineffective or Developing** on your Summative End-Of-The-Year Report the following Principal Improvement Plan (PIP) will be in effect for the _____ School Year.

The Principal Improvement Plan (PIP) is designed to provide support through communication, discussion and collaboration in the area (s) of significant concern. The administrator and principal will jointly determine the strategies to be taken to overcome the deficiencies, but it is agreed that the primary responsibility for correction of the deficiencies remains with the principal. The administrator and principal will agree on a mutual time-line to improve any noted deficiencies.

The Purpose of a PIP is to:

- improve principal performance;
- provide targeted, intensive assistance process;
- provide additional support;
- provide due process for possible disciplinary action;

Administrative Assessment:
Identified Areas Needing Improvement:

Expectations

Principal Self-Assessment:
Principal Strengths:

Areas Needing Improvement:

Expectations:

Recommendations for Principal Improvement/Action Plan

(To be completed jointly by principal and administrator)

Area(s) Needing Improvement	Action Steps (Provide Detailed Description) (Attach additional forms if needed)	Timeline for Completion	Evidence

Princpal Comments: _____

_____

_____

_____

Administrator Comments: _____

_____

_____

_____

_____ Date: _____

Administrative Signature indicates that I developed this Improvement Plan with the principal's input.

_____ Date: _____

Principal Signature indicates that I provided input into the Improvement Plan.

Evaluation of Principal Improvement/Action Plan

(To be completed jointly by principal and administrator)

Area(s) Needing Improvement	Action Steps Used (Provide Detailed Description)	Satisfactory Completion		Action Steps Completed	
		YES	NO	YES	NO
PIP Satisfied?	☐ Yes ☐ No (If "No", recommendations must be specified in Administrator Comments below)				

Principal Comments: _____

_____

_____

_____

Administrator Comments: _____

_____

_____

_____

_____ Date: _____

Administrative Signature

_____ Date: _____

Principal Signature

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 make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and the that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

12/10/12

Teachers Union President Signature: Date:

Marianne L. Stark 12/10/12

Administrative Union President Signature: Date:

12/10/12

Board of Education President Signature: Date:

12/10/12