



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

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

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May 16, 2014

Revised

Jeramy Clingerman, Superintendent
Gorham-Middlesex Central School District
4100 Baldwin Road
Rushville, NY 14544

Dear Superintendent Clingerman:

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

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

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

Thank you again for your hard work.

Sincerely,

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

John B. King, Jr.
Commissioner

Attachment

c: Scott Bischooping

NOTE:

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

Annual Professional Performance Reviews

Created Thursday, February 20, 2014

Updated Tuesday, February 25, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 430901060000

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

430901060000

1.2) School District Name: GORHAM-MIDDLESEX CSD (MARCUS WHITMAN)

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

GORHAM-MIDDLESEX CSD (MARCUS WHITMAN)

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
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1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Thursday, February 20, 2014

Updated Tuesday, May 13, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	W-FL BOCES Regionally Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	W-FL BOCES Regionally Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	W-FL BOCES Regionally Developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

The grade wide growth targets for Student Learning Objectives are set by the building principal and the teacher based upon pre-assessment results and other baseline data. Points will be assigned based on 80% of the students in the teacher's SLO achieving growth as defined by the teacher and a building principal. A teacher will be considered mid-to-high range "effective" (HEDI rating with 14 points) if 80% of his/her students each reach the SLO target. Points will be assigned depending upon the % of students who exceed or fall short of the target. Calculation of a SLO score after the post-assessment is administered and scored, the percentage of students meeting

their target shall be determined according to the following guidelines:

- Student must be included on the teacher’s BEDS form to be included in percentage calculation.
- Students must have both a pre- and post-assessment in order to count toward the growth target.
- Where more than one SLO is applicable, each SLO shall be weighted proportionately based on the number of students in each SLO.

All students in the teachers course or across multiple course sections who take the final same assessment will be included in the SLO.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86-100% of students will meet or exceed their growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-85% of students will meet or exceed their growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	40-64% of students will meet or exceed their growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-39% of students will meet or exceed their growth target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	W-FL BOCES Regionally Developed Math Assment for Kindergarten
1	District, regional, or BOCES-developed assessment	W-FL BOCES Regionally Developed Math Assessment for Grade 1
2	District, regional, or BOCES-developed assessment	W-FL BOCES Regionally Developed Math Assessment for Grade 2

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The grade wide growth targets for Student Learning Objectives are set by the building principal and the teacher based upon pre-assessment results and other baseline data. Points will be assigned based on 80% of the students in the teacher's SLO achieving growth as defined by the teacher and a building principal. A teacher will be considered mid-to-high range "effective" (HEDI rating with 14 points) if 80% of his/her students each reach the SLO target. Points will be assigned depending upon the % of students who exceed or fall short of
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the target. Calculation of a SLO score after the post-assessment is administered and scored, the percentage of students meeting their target shall be determined according to the following guidelines:

- Student must be included on the teacher’s BEDS form to be included in percentage calculation.
- Students must have both a pre- and post-assessment in order to count toward the growth target.
- Where more than one SLO is applicable, each SLO shall be weighted proportionately based on the number of students in each SLO.

All students in the teachers course or across multiple course sections who take the final same assessment will be included in the SLO.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86-100% of students will meet or exceed their growth target.
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	40-64% of students will meet or exceed their growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-39% of students will meet or exceed their growth target.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	W-FL BOCES Regionally Developed Science Assessment for Grade 6
7	District, regional or BOCES-developed assessment	W-FL BOCES Regionally Developed Science Assessment for Grade 7
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The class wide growth targets for Student Learning Objectives are set by the building principal and the teacher based upon pre-assessment results and other baseline data. Points will be assigned based on 80% of the students in the teacher's SLO achieving growth as defined by the teacher and a building principal. A teacher will be considered mid-to-high range "effective" (HEDI rating with 14 points) if 80% of his/her students each reach the SLO target. Points will be assigned depending upon the % of students who exceed or fall short of
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the target. Calculation of a SLO score after the post-assessment is administered and scored, the percentage of students meeting their target shall be determined according to the following guidelines:

- Student must be included on the teacher’s BEDS form to be included in percentage calculation.
- Students must have both a pre- and post-assessment in order to count toward the growth target.
- Where more than one SLO is applicable, each SLO shall be weighted proportionately based on the number of students in each SLO.

All students in the teachers course or across multiple course sections who take the final same assessment will be included in the SLO.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86-100% of students will meet or exceed their growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-85% of students will meet or exceed their growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	40-64% of students will meet or exceed their growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-39% of students will meet or exceed their growth target.

2.5) Grades 6-8 Social Studies

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The class wide growth targets for Student Learning Objectives are set by the building principal and the teacher based upon pre-assessment results and other baseline data. Points will be assigned based on 80% of the students in the teacher's SLO achieving growth as defined by the teacher and a building principal. A teacher will be considered mid-to-high range "effective" (HEDI rating with 14 points) if 80% of his/her students each reach the SLO target. Points will be assigned depending upon the % of students who exceed or fall short of the target. Calculation of a SLO score after the post-assessment is administered and scored, the percentage of students meeting their target shall be determined according to the following
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guidelines:

- Student must be included on the teacher’s BEDS form to be included in percentage calculation.
- Students must have both a pre- and post-assessment in order to count toward the growth target.
- Where more than one SLO is applicable, each SLO shall be weighted proportionately based on the number of students in each SLO.

All students in the teachers course or across multiple course sections who take the final same assessment will be included in the SLO.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students will meet or exceed their growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	65-85% of students will meet or exceed their growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	40-64% of students will meet or exceed their growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-39% of students will meet or exceed their growth target.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	W-FL BOCES Regionally Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The class wide growth targets for Student Learning Objectives are set by the building principal and the teacher based upon pre-assessment results and other baseline data. Points will be assigned based on 80% of the students in the teacher's SLO achieving growth as defined by the teacher and a building principal. A teacher will be considered mid-to-high range "effective" (HEDI rating with 14 points) if 80% of his/her students each reach the SLO target. Points will be assigned depending upon the % of students who exceed or fall short of the target. Calculation of a SLO score after the post-assessment is administered and scored, the percentage of students meeting
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their target shall be determined according to the following guidelines:

- Student must be included on the teacher’s BEDS form to be included in percentage calculation.
- Students must have both a pre- and post-assessment in order to count toward the growth target.
- Where more than one SLO is applicable, each SLO shall be weighted proportionately based on the number of students in each SLO.

All students in the teachers course or across multiple course sections who take the final same assessment will be included in the SLO.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students will meet or exceed their growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	65-85% of students will meet or exceed their growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	40-64% of students will meet or exceed their growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-39% of students will meet or exceed their growth target.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>The class wide growth targets for Student Learning Objectives are set by the building principal and the teacher based upon pre-assessment results and other baseline data. Points will be assigned based on 80% of the students in the teacher's SLO achieving growth as defined by the teacher and a building principal. A teacher will be considered mid-to-high range "effective" (HEDI rating with 14 points) if 80% of his/her students each reach the SLO target. Points will be assigned depending upon the % of students who exceed or fall short of the target. Calculation of a SLO score after the post-assessment is administered and scored, the percentage of students meeting their target shall be determined according to the following guidelines:</p> <ul style="list-style-type: none"> •Student must be included on the teacher’s BEDS form to be
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included in percentage calculation.

- Students must have both a pre- and post-assessment in order to count toward the growth target.
- Where more than one SLO is applicable, each SLO shall be weighted proportionately based on the number of students in each SLO.

All students in the teachers course or across multiple course sections who take the final same assessment will be included in the SLO.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students will meet or exceed their growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	65-85% of students will meet or exceed their growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	40-64% of students will meet or exceed their growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-39% of students will meet or exceed their growth target.

2.8) High School Math Regents Courses

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

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

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

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

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

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

The class wide growth targets for Student Learning Objectives are set by the building principal and the teacher based upon pre-assessment results and other baseline data. Points will be assigned based on 80% of the students in the teacher's SLO achieving growth as defined by the teacher and a building principal. A teacher will be considered mid-to-high range "effective" (HEDI rating with 14 points) if 80% of his/her students each reach the SLO target. Points will be assigned depending upon the % of students who exceed or fall short of the target. Calculation of a SLO score after the post-assessment is administered and scored, the percentage of students meeting their target shall be determined according to the following guidelines:

- Student must be included on the teacher's BEDS form to be included in percentage calculation.

- Students must have both a pre- and post-assessment in order to count toward the growth target.
- Where more than one SLO is applicable, each SLO shall be weighted proportionately based on the number of students in each SLO.

For students enrolled in Common Core courses the district will administer both the NYS Integrated and NYS Common Core Algebra Regents Exams. The district will use the higher of the two scores for APPR purposes.

All students in the teachers course or across multiple course sections who take the final same assessment will be included in the SLO.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students will meet or exceed their growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	65-85% of students will meet or exceed their growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	40-64% of students will meet or exceed their growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-39% of students will meet or exceed their growth target.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	W-FL BOCES Regionally Developed ELA Assessment for Grade 9
Grade 10 ELA	District, regional or BOCES-developed assessment	W-FL BOCES Regionally Developed ELA Assessment for Grade 10
Grade 11 ELA	Regents assessment	NYS Comprehensive and Common Core English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The class wide growth targets for Student Learning Objectives are set by the building principal and the teacher based upon pre-assessment results and other baseline data. Points will be assigned based on 80% of the students in the teacher's SLO achieving growth as defined by the teacher and a building principal. A teacher will be considered mid-to-high range "effective" (HEDI rating with 14 points) if 80% of his/her
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students each reach the SLO target. Points will be assigned depending upon the % of students who exceed or fall short of the target. Calculation of a SLO score after the post-assessment is administered and scored, the percentage of students meeting their target shall be determined according to the following guidelines:

- Student must be included on the teacher’s BEDS form to be included in percentage calculation.
- Students must have both a pre- and post-assessment in order to count toward the growth target.
- Where more than one SLO is applicable, each SLO shall be weighted proportionately based on the number of students in each SLO.

For students enrolled in Common Core courses the district will administer both the NYS Comprehensive and NYS Common Core English Regents Exams. The district will use the higher of the two scores for APPR purposes.

All students in the teachers course or across multiple course sections who take the final same assessment will be included in the SLO.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students will meet or exceed their growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	65-85% of students will meet or exceed their growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	40-64% of students will meet or exceed their growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-39% of students will meet or exceed their growth target.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Reading 3-5	State Assessment	ELA State Assessment Grade 3-5
Reading 6-8	State Assessment	ELA State Assessment Grade 6-8
Special Education 3-5	State Assessment	ELA/Math State Assessment Grade 3-5
Special Education 6-8	State Assessment	ELA/Math State Assessment Grade 6-8
Speech 3-5	State Assessment	ELA State Assessment Grade 3-5
Speech 6-8	State Assessment	ELA State Assessment Grade 6-8
Grades K-2 All Other Courses	District, Regional or BOCES-developed	W-FL BOCES Regionally Developed Grade and Subject Specific Assessment
Grades 3-5 All Other Subjects	District, Regional or BOCES-developed	W-FL BOCES Regionally Developed Grade and Subject Specific Assessment
Grades 6-8 All Other Subjects	District, Regional or BOCES-developed	W-FL BOCES Regionally Developed Grade and Subject Specific Assessment
Grades 9-12 All Other Subjects	District, Regional or BOCES-developed	W-FL BOCES Regionally Developed Grade and Subject Specific Assessment
Special Education 9-12	State Assessment	Grade and Subject Specific Regents Examination

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>K-5 courses grade wide growth targets will be set. 6-12 Courses class wide growth targets will be set. The targets for Student Learning Objectives are set by the building principal and the teacher based upon pre-assessment results and other baseline data. Points will be assigned based on 80% of the students in the teacher's SLO achieving growth as defined by the teacher and a building principal. A teacher will be considered mid-to-high range "effective" (HEDI rating with 14 points) if 80% of his/her students each reach the SLO target. Points will be assigned depending upon the % of students who exceed or fall short of the target. Calculation of a SLO score after the post-assessment is administered and scored, the percentage of students meeting their target shall be determined according to the following guidelines:</p> <ul style="list-style-type: none"> •Student must be included on the teacher’s BEDS form to be included in percentage calculation. •Students must have both a pre- and post-assessment in order to count toward the growth target. •Where more than one SLO is applicable, each SLO shall be weighted proportionately based on the number of students in each SLO. <p>For students enrolled in Common Core courses the district will administer both the NYS Comprehensive/Integrated and NYS Common Core English/ Algebra Regents Exams. The district wil use the higher of the two scores for APPR purposes. All students in the teachers course or across multiple course sections who take the final same assessment will be included in the SLO.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>86-100% of students will meet or exceed their growth target.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>65-85% of students will meet or exceed their growth target.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>40-64% of students will meet or exceed their growth target.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>0-39% of students will meet or exceed their growth target.</p>

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.

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

3. Local Measures (Teachers)

Created Friday, February 21, 2014

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	State ELA/Math Assessment grades 3-5, and State Science Assessment grade 4
5	6(ii) School wide measure computed locally	State ELA/Math Assessment grades 3-5, and State Science Assessment grade 4
6	6(ii) School wide measure computed locally	State ELA/Math Assessment grades 6-8, and State Science Assessment grade 8
7	6(ii) School wide measure computed locally	State ELA/Math Assessment grades 6-8, and State Science Assessment grade 8
8	6(ii) School wide measure computed locally	State ELA/Math Assessment grades 6-8, and State Science Assessment grade 8

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.	All teachers in the Intermediate School (grades 3, 4 and 5) will receive the same score calculated using this formula: 0.25 (average percentage of students scoring at levels 3 and 4 on the State ELA assessment in grades 3, 4 and 5) + .25 (average percentage of students scoring at levels 3 and 4 on the State
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Math assessment in grades 3, 4 and 5) + .50 (average percentage of students scoring at levels 3 and 4 on the State Science assessment in grade 4). The resulting percentage is then converted to points using the chart uploaded in section 3.3.

All teachers in the Middle School (grades 6, 7 and 8) will receive the same score calculated using this formula: 0.25 (average percentage of students scoring at levels 3 and 4 on the State ELA assessment in grades 6, 7 and 8) + .25 (average percentage of students scoring at levels 3 and 4 on the State Math assessment in grades 6, 7 and 8) + .50 (average percentage of students scoring at levels 3 and 4 on the State Science assessment in grade 8). The resulting percentage is then converted to points using the chart uploaded in section 3.3.

Until the value added model is implemented, the 0-20 point charts and percentage ranges uploaded in Task 3.13 will be used.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	63-100%- See table attached at section 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-62%- See table attached at section 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	31-50%- See table attached at section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-30%- See table attached at section 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	State ELA/Math Assessment grades 3-5, and State Science Assessment grade 4
5	6(ii) School wide measure computed locally	State ELA/Math Assessment grades 3-5, and State Science Assessment grade 4
6	6(ii) School wide measure computed locally	State ELA/Math Assessment grades 6-8 and State Science Assessment grade 8
7	6(ii) School wide measure computed locally	State ELA/Math Assessment grades 6-8 and State Science Assessment grade 8
8	6(ii) School wide measure computed locally	State ELA/Math Assessment grades 6-8 and State Science Assessment grade 8

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>All teachers in the Intermediate School (grades 3, 4 and 5) will receive the same score calculated using this formula: 0.25 (average percentage of students scoring at levels 3 and 4 on the State ELA assessment in grades 3, 4 and 5) + .25 (average percentage of students scoring at levels 3 and 4 on the State Math assessment in grades 3, 4 and 5) + .50 (average percentage of students scoring at levels 3 and 4 on the State Science assessment in grade 4). The resulting percentage is then converted to points using the chart uploaded in section 3.3.</p>
	<p>All teachers in the Middle School (grades 6, 7 and 8) will receive the same score calculated using this formula: 0.25 (average percentage of students scoring at levels 3 and 4 on the State ELA assessment in grades 6, 7 and 8) + .25 (average percentage of students scoring at levels 3 and 4 on the State Math assessment in grades 6, 7 and 8) + .50 (average percentage of students scoring at levels 3 and 4 on the State Science assessment in grade 8). The resulting percentage is then converted to points using the chart uploaded in section 3.3.</p>
	<p>Until the value added model is implemented, the 0-20 point charts and percentage ranges uploaded in Task 3.13 will be used.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>63-100%- See table attached at section 3.3</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>51-62%- See table attached at section 3.3</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>31-50%- See table attached at section 3.3</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-30%- See table attached at section 3.3</p>

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1032681-rhJdBgDruP/0-15 Teachers 3-8 HEDI Table.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Gorham-Middlesex locally developed Literacy Assessments for grades K, 1 and 2.
1	6(ii) School-wide measure computed locally	Gorham-Middlesex locally developed Literacy Assessments for grades K, 1 and 2.
2	6(ii) School-wide measure computed locally	Gorham-Middlesex locally developed Literacy Assessments for grades K, 1 and 2.
3	6(ii) School-wide measure computed locally	State ELA/Math Assessment grades 3-5 and State Science Assessment grade 4.

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>All teachers in the Primary School (grades K, 1 and 2) will receive the same score calculated by totaling the percentage of students reading at or above grade level benchmark for grades K, 1 and 2 on the last reading assessment of the school year. The benchmarks are: Grade K- Instructional Level 4, Grade 1- Instructional Level 18 and Grade 2- Instructional Level 28. This total is then divided by three to compute a school-wide average. The resulting percentage is then converted to points using the chart uploaded in section 3.13.</p> <p>All teachers in the Intermediate School (grades 3, 4 and 5) will receive the same score calculated using this formula: 0.25 (average percentage of students scoring at levels 3 and 4 on the State ELA assessment in grades 3, 4 and 5) + .25 (average percentage of students scoring at levels 3 and 4 on the State Math assessment in grades 3, 4 and 5) + .50 (average percentage of students scoring at levels 3 and 4 on the State Science assessment in grade 4). The resulting percentage is then converted to points using the chart uploaded in section 3.13.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>66-100% for grades K-2 and 60-100% is for grades 3-5. See table attached at section 3.13.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>41-65% for grades K-2 and 41-59% is for grades 3-5. See table attached at section 3.13.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>25-40% for grades K-2 and 25-40% is for grades 3-5. See table attached at section 3.13.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-24% for grades K-2 and 0-24% is for grades 3-5. See table attached at section 3.13.</p>

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Gorham-Middlesex locally developed Literacy Assessments for grades K, 1 and 2
1	6(ii) School-wide measure computed locally	Gorham-Middlesex locally developed Literacy Assessments for grades K, 1 and 2.
2	6(ii) School-wide measure computed locally	Gorham-Middlesex locally developed Literacy Assessments for grades K, 1 and 2.
3	6(ii) School-wide measure computed locally	State ELA/Math Assessment grades 3-5 and State Science Assessment grade 4

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>All teachers in the Primary School (grades K, 1 and 2) will receive the same score calculated by totaling the percentage of students reading at or above grade level benchmark for grades K, 1 and 2 on the last reading assessment of the school year. The benchmarks are: Grade K- Instructional Level 4, Grade 1- Instructional Level 18 and Grade 2- Instructional Level 28. This total is then divided by three to compute a school-wide average. The resulting percentage is then converted to points using the chart uploaded in section 3.13.</p> <p>All teachers in the Intermediate School (grades 3, 4 and 5) will receive the same score calculated using this formula: 0.25 (average percentage of students scoring at levels 3 and 4 on the State ELA assessment in grades 3, 4 and 5) + .25 (average percentage of students scoring at levels 3 and 4 on the State Math assessment in grades 3, 4 and 5) + .50 (average percentage of students scoring at levels 3 and 4 on the State Science assessment in grade 4). The resulting percentage is then converted to points using the chart uploaded in section 3.13.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>66-100% for grades K-2 and 60-100% is for grades 3-5. See table attached at section 3.13.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>41-65% for grades K-2 and 41-59% is for grades 3-5. See table attached at section 3.13.</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>25-40% for grades K-2 and 25-40% is for grades 3-5. See table attached at section 3.13.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-24% for grades K-2 and 0-24% is for grades 3-5. See table attached at section 3.13.</p>

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	State ELA/Math Assessment grades 6-8, and State Science Assessment grade 8
7	6(ii) School wide measure computed locally	State ELA/Math Assessment grades 6-8, and State Science Assessment grade 8
8	6(ii) School wide measure computed locally	State ELA/Math Assessment grades 6-8, and State Science Assessment grade 8

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.	All teachers in the Middle School (grades 6, 7 and 8) will receive the same score calculated using this formula: 0.25 (average percentage of students scoring at levels 3 and 4 on the State ELA assessment in grades 6, 7 and 8) + .25 (average percentage of students scoring at levels 3 and 4 on the State Math assessment in grades 6, 7 and 8) + .50 (average percentage of students scoring at levels 3 and 4 on the State Science assessment in grade 8). The resulting percentage is then converted to points using the chart uploaded in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	66-100% for grades 6-8. See table attached at section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-65% for grades 6-8. See table attached at section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25-40% for grades 6-8. See table attached at section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-24% for grades 6-8. See table attached at section 3.13.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	State ELA/Math Assessment grades 6-8, and State Science Assessment grade 8
7	6(ii) School wide measure computed locally	State ELA/Math Assessment grades 6-8, and State Science Assessment grade 8
8	6(ii) School wide measure computed locally	State ELA/Math Assessment grades 6-8, and State Science Assessment grade 8

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.	All teachers in the Middle School (grades 6, 7 and 8) will receive the same score calculated using this formula: 0.25 (average percentage of students scoring at levels 3 and 4 on the State ELA assessment in grades 6, 7 and 8) + .25 (average percentage of students scoring at levels 3 and 4 on the State Math assessment in grades 6, 7 and 8) + .50 (average percentage
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of students scoring at levels 3 and 4 on the State Science assessment in grade 8). The resulting percentage is then converted to points using the chart uploaded in section 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	66-100% for grades 6-8. See table attached at section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-65% for grades 6-8. See table attached at section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25-40% for grades 6-8. See table attached at section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-24% for grades 6-8. See table attached at section 3.13.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Regents examinations (Living Environment, Integrated/CC Algebra, Global History, US History, Comprehensive/ CC English).
Global 2	6(ii) School wide measure computed locally	Regents examinations (Living Environment, Integrated/CC Algebra, Global History, US History, Comprehensive/ CC English).
American History	6(ii) School wide measure computed locally	Regents examinations (Living Environment, Integrated/CC Algebra, Global History, US History, Comprehensive/ CC English).

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>All teachers in the High School (Grades 9, 10, 11 and 12) will receive the same score calculated using this formula: 0.20 (the percentage of students scoring 65-100 on the Algebra regents exam) +0.20 (the percentage of students scoring 65-100 on the Living Environment regents exam) + 0.20 (the percentage of students scoring 65-100 on the Global history regents exam) +0.20 (the percentage of students scoring 65-100 on the US History regents exam) +0.20 (the percentage of students scoring 65-100 on the English regents exam). The resulting percentage is then converted to points using the chart uploaded in section 3.13.</p> <p>For students enrolled in Common Core courses, the district will administer both the NYS Comprehensive/Integrated and NYS</p>
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Common Core ELA/Algebra 1 Regents Exams. The district will use the higher of the two scores for APPR purposes.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% for grades 9-12. See table attached at section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-89% for grades 9-12. See table attached at section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-52% for grades 9-12. See table attached at section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% for grades 9-12. See table attached at section 3.13.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Regents examinations (Living Environment, Integrated/CC Algebra, Global History, US History, Comprehensive/ CC English).
Earth Science	6(ii) School wide measure computed locally	Regents examinations (Living Environment, Integrated/CC Algebra, Global History, US History, Comprehensive/ CC English).
Chemistry	6(ii) School wide measure computed locally	Regents examinations (Living Environment, Integrated/CC Algebra, Global History, US History, Comprehensive/ CC English).
Physics	6(ii) School wide measure computed locally	Regents examinations (Living Environment, Integrated/CC Algebra, Global History, US History, Comprehensive/ CC English).

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>All teachers in the High School (Grades 9, 10, 11 and 12) will receive the same score calculated using this formula: 0.20 (the percentage of students scoring 65-100 on the Algebra regents exam) +0.20 (the percentage of students scoring 65-100 on the Living Environment regents exam) + 0.20 (the percentage of students scoring 65-100 on the Global history regents exam) +0.20 (the percentage of students scoring 65-100 on the US History regents exam) +0.20 (the percentage of students scoring 65-100 on the English regents exam). The resulting percentage is then converted to points using the chart uploaded in section 3.13.</p> <p>For students enrolled in Common Core courses, the district will</p>
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administer both the NYS Comprehensive/Integrated and NYS Common Core ELA/Algebra 1 Regents Exams. The district will use the higher of the two scores for APPR purposes.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% for grades 9-12. See table attached at section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-89% for grades 9-12. See table attached at section 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-52% for grades 9-12. See table attached at section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% for grades 9-12. See table attached at section 3.13.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Regents examinations (Living Environment, Integrated/CC Algebra, Global History, US History, Comprehensive/ CC English).
Geometry	6(ii) School wide measure computed locally	Regents examinations (Living Environment, Integrated/CC Algebra, Global History, US History, Comprehensive/ CC English).
Algebra 2	6(ii) School wide measure computed locally	Regents examinations (Living Environment, Integrated/CC Algebra, Global History, US History, Comprehensive/ CC English).

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers in the High School (Grades 9, 10, 11 and 12) will receive the same score calculated using this formula: 0.20 (the percentage of students scoring 65-100 on the Algebra regents exam) +0.20 (the percentage of students scoring 65-100 on the Living Environment regents exam) + 0.20 (the percentage of students scoring 65-100 on the Global history regents exam) +0.20 (the percentage of students scoring 65-100 on the US History regents exam) +0.20 (the percentage of students scoring 65-100 on the English regents exam). The resulting percentage is then converted to points using the chart uploaded in section 3.13.
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For students enrolled in Common Core courses, the district will administer both the NYS Comprehensive/Integrated and NYS Common Core ELA/Algebra 1 Regents Exams. The district will use the higher of the two scores for APPR purposes.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% for grades 9-12. See table attached at section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-89% for grades 9-12. See table attached at section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-52% for grades 9-12. See table attached at section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% for grades 9-12. See table attached at section 3.13.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Regents examinations (Living Environment, Integrated/CC Algebra, Global History, US History, Comprehensive/ CC English).
Grade 10 ELA	6(ii) School wide measure computed locally	Regents examinations (Living Environment, Integrated/CC Algebra, Global History, US History, Comprehensive/ CC English).
Grade 11 ELA	6(ii) School wide measure computed locally	Regents examinations (Living Environment, Integrated/CC Algebra, Global History, US History, Comprehensive/ CC English).

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers in the High School (Grades 9, 10, 11 and 12) will receive the same score calculated using this formula: 0.20 (the percentage of students scoring 65-100 on the Algebra regents exam) +0.20 (the percentage of students scoring 65-100 on the Living Environment regents exam) + 0.20 (the percentage of students scoring 65-100 on the Global history regents exam) +0.20 (the percentage of students scoring 65-100 on the US History regents exam) +0.20 (the percentage of students scoring 65-100 on the English regents exam). The resulting percentage
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is then converted to points using the chart uploaded in section 3.13.

For students enrolled in Common Core courses, the district will administer both the NYS Comprehensive/Integrated and NYS Common Core ELA/Algebra 1 Regents Exams. The district will use the higher of the two scores for APPR purposes.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% for grades 9-12. See table attached at section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-89% for grades 9-12. See table attached at section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-52% for grades 9-12. See table attached at section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% for grades 9-12. See table attached at section 3.13.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Grades K-2 all other courses	6(ii) School wide measure computed locally	Gorham-Middlesex locally developed Literacy Assessments for grades K, 1 and 2.
Grades 3-5 all other courses	6(ii) School wide measure computed locally	State ELA/Math Assessment grades 3-5 and State Science Assessment grade 4
Grades 6-8 all other courses	6(ii) School wide measure computed locally	State ELA/Math Assessment grades 6-8, and State Science Assessment grade 8
Grades 9-12 all other courses	6(ii) School wide measure computed locally	Regents examinations (Living Environment, Integrated/CC Algebra, Global History, US History, Comprehensive/ CC English).

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.	All teachers in the Primary School (grades K, 1 and 2) will receive the same score calculated by totaling the percentage of students reading at or above grade level benchmark for grades K, 1 and 2 on the last reading assessment of the school year. The benchmarks are: Grade K- Instructional Level 4, Grade 1- Instructional Level 18 and Grade 2- Instructional Level 28. This total is then divided by three to compute a school-wide average. The resulting percentage is then converted to points using the chart uploaded in section 3.13.
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All teachers in the Intermediate School (grades 3, 4 and 5) will receive the same score calculated using this formula: 0.25 (average percentage of students scoring at levels 3 and 4 on the State ELA assessment in grades 3, 4 and 5) + .25 (average percentage of students scoring at levels 3 and 4 on the State Math assessment in grades 3, 4 and 5) + .50 (average percentage of students scoring at levels 3 and 4 on the State Science assessment in grade 4). The resulting percentage is then converted to points using the chart uploaded in section 3.13.

All teachers in the Middle School (grades 6, 7 and 8) will receive the same score calculated using this formula: 0.25 (average percentage of students scoring at levels 3 and 4 on the State ELA assessment in grades 6, 7 and 8) + .25 (average percentage of students scoring at levels 3 and 4 on the State Math assessment in grades 6, 7 and 8) + .50 (average percentage of students scoring at levels 3 and 4 on the State Science assessment in grade 8). The resulting percentage is then converted to points using the chart uploaded in section 3.13.

All teachers in the High School (Grades 9, 10, 11 and 12) will receive the same score calculated using this formula: 0.20 (the percentage of students scoring 65-100 on the Algebra regents exam) +0.20 (the percentage of students scoring 65-100 on the Living Environment regents exam) + 0.20 (the percentage of students scoring 65-100 on the Global history regents exam) +0.20 (the percentage of students scoring 65-100 on the US History regents exam) +0.20 (the percentage of students scoring 65-100 on the English regents exam). The resulting percentage is then converted to points using the chart uploaded in section 3.13.

For students enrolled in Common Core courses, the district will administer both the NYS Comprehensive/Integrated and NYS Common Core ELA/Algebra 1 Regents Exams. The district will use the higher of the two scores for APPR purposes.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	66-100% for grades K-2, 60-100% is for grades 3-5, 66-100% for grades 6-8 and 90-100% for grades 9-12. See table attached at section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-65% for grades K-2, 41-59% is for grades 3-5, 41-65% for grades 6-8 and 53-89% for grades 9-12. See table attached at section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25-40% for grades K-2, 25-40% is for grades 3-5, 25-40% for grades 6-8 and 41-52% for grades 9-12. See table attached at section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-24% for grades K-2, 0-24% is for grades 3-5, 0-24% for grades 6-8 and 0-40% for grades 9-12. See table attached at section 3.13.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1032681-y92vNseFa4/0-20 Teachers Locally Selected Measures HEDI Conversion Chart changed 4-4-14.docx

3.14) Locally Developed Controls

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

(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.

A single score for all teachers in a building will be assigned as described above with the exception of one teacher. This teacher will have two locally selected measures because they work in two schools with different grade level configurations. The scores from each school will be weighted equally. The 6-12 Library Media Specialist will receive a score from both the middle school (6-8) and high school (9-12) that will be added together and divided by two. Normal rounding rules will apply, but in no case will rounding result in a teacher moving from one scoring band to the next.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Friday, February 21, 2014

Updated Monday, April 14, 2014

Page 1

4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
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Second Rubric, if applicable	(No response)
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4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Classroom observations will account for all 60 points and each of the four domains will be rated during the observation/evaluation process. Each component scored will be rated 1 to 4. The rankings will then be added together and divided by the number of components scored to arrive at an average overall rubric score between 1.0 and 4.0. The scores from each observation will be averaged together to arrive at a single average observation score. This will be converted to a point score between 0 and 60 using the table attached. We understand that 0-60 rubric score must be a whole number. Normal rounding rules will apply, but in no case will rounding result in a teacher moving from one scoring band to the next. The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point values.

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.

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Overall score on the components of the Danielson 2011 rubric will be between 3.5 and 4.0, considered to be at the distinguished level.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall score on the components of the Danielson 2011 rubric will be between 2.5 and 3.4, considered to be at the proficient level.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall score on the components of the Danielson 2011 rubric will be between 1.5 and 2.4, considered to be at the basic level.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall score on the components of the Danielson 2011 rubric will be between 1.0 and 1.4, considered to be at the basic level.

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	2
Informal/Short	2
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	0
Informal/Short	2
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?

-
- Not Applicable
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Friday, February 21, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	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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Updated Wednesday, April 23, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/12193/1033439-Df0w3Xx5v6/Teacher Improvement Plan and Forms.docx](#)

6.3) Appeals Process

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

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

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

APPR APPEALS PROCEDURE

The following procedures are the exclusive means for initiating, reviewing and resolving any and all appeals related to a tenured teacher's Annual Professional Performance Review (APPR) composite score/overall HEDI rating. Probationary teachers may not appeal their overall composite score/HEDI rating.

APPR Subject to Appeals Process

- (1) Only a tenured teacher who receives a rating of “Ineffective” or “Developing” may appeal his or her performance review. Any teacher that receives a rating of “Effective” or “Highly Effective” cannot appeal, however, has the right to submit a written professional response to his/her APPR, unless or until a time comes when the rating is used for any other purpose than evaluative, in which case the appeals procedure shall be re-negotiated.
 - (2) A non-tenured teacher may not file an appeal.
 - (3) A teacher may appeal only the substance of his or her performance review, the school district’s adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the Commissioner of Education, and the teacher’s overall composite score/HEDI rating in his/her Annual Professional Performance Review plan.
 - (4) A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
 - (5) A teacher initiating the appeal must submit a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal, and an explanation of relief requested to the Superintendent, with a copy to the MWTA President. The appeal must be submitted in writing on the appropriate Appeals Form (see Appendix K). E-mail or other electronic submissions are not permitted. Any additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.
 - (6) Appeals concerning a teacher’s performance review must be received in the office of the Superintendent of Schools no later than fifteen (15) school days after he/she receives his/her overall APPR composite score. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher’s right to appeal that performance review.
 - (7) STEP 1 – Meeting with the Principal/Supervising Administrator--
Within ten (10) schooldays of receiving the teacher’s appeal the principal (or supervising administrator) who compiled the appeal shall have a meeting with the teacher. A MWTA representative and another administrator may attend this meeting per the teacher’s or administrator’s request.
 - (8) Under this appeals process the teacher is expected to provide an explanation of the relief requested. The teacher is required to provide facts and evidence upon which he/she seeks relief.
 - (9) The principal, having met with the teacher and Association representative, if applicable, will consider the documentary materials and the conversation, and will render a written decision to the Superintendent, Teacher and the MWTA President within ten (10) schooldays. A principal may choose to maintain the initial performance review, or may modify the overall composite score/HEDI rating performance review based upon the discussion with the teacher and the documentary materials provided by the teacher.
 - (10) STEP 2--Once the principal’s decision is rendered, the teacher may choose to move the appeal on to the District Professional Practice Review Team within ten (10) schooldays after the date of the Principal’s decision to the Superintendent. The team will be comprised of four members:
 - Three members of the Marcus Whitman Teachers’ Association appointed by the Association President;
 - Two administrators appointed by the Superintendent.
- The committee members will be appointed for each appeal. No administrator can hear an appeal of an evaluation s/he has completed. Another administrator will be assigned to the Team in such cases. No teacher can serve on the Team to examine an appeal of his or her own evaluation. The Association will assign another member to serve in such circumstances.
- (11) The District Professional Practice Review Team will schedule a meeting to examine the documentary evidence of the appeal within ten (10) schooldays of receipt of an appeal. Upon the request of the teacher or the Review Team, the teacher will make a presentation to the Review Team for its consideration. The committee will make a decision within ten (10) school days of meeting to consider the appeal. The decision must set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The Review Team shall have the authority to recommend that the teacher’s APPR composite score or rating be modified or affirmed. The review team will send its recommendations to the Superintendent for his/her final decision.
 - (12) Once a recommendation(s) is received, the superintendent will render a decision on the Review Team’s recommendation within ten (10) school days. The decision must set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The Superintendent shall have the authority to modify, or affirm the rating and composite score of the teacher’s APPR. All appeals end with the superintendent’s decision. A teacher cannot file another appeal for the same evaluation.

(13) If the appeal is fully or partially sustained, the original performance review shall be revised accordingly. The revised performance review may not be reviewed or appealed under this procedure. If the appeal is rejected, the original APPR and Composite Score shall remain unchanged.

The teacher's failure to comply with the requirements of this Appeals Procedure shall result in a denial of the appeal. If the Appeal's Procedure is violated it shall be grounds for a contractual grievance.

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.

Any administrator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified in Danielson 2011/Teachscape and as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation. Evaluators will attend trainings offered each year by an area BOCES regarding the observation/evaluation requirements according to Education Law 3012-c. This training will be approximately 14 hours in length. Lead Evaluators will also be recertified through Teachscape every two years (2014, 2016, etc...)

The evaluators and Superintendent will meet to share observations and discuss inter-rater reliability. This will occur 4 times per school year.

The Board of Education will certify administrators (lead evaluators) as evaluators annually and will provide documentation of certification in Danielson 2011/Teachscape to the Association President.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

rating and their subcomponent ratings

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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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):

3-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-2	District, regional, or BOCES-developed	W-FL BOCES Regionally Developed ELA and Math Assessment for Grades K, 1 and 2.

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.	Principals will be setting individual growth targets based upon pre-assessments and other baseline data, which will be approved by the Superintendent. HEDI score will be based on the percentage of students meeting or exceeding growth targets.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	86-100% of students will meet or exceed their growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-85% of students will meet or exceed their growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	40-64% of students will meet or exceed their growth target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-39% of students will meet or exceed their growth target.

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

assets/survey-uploads/12156/1033627-lha0DogRNw/Principals SLO Conversion Nov 2_1.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Updated Friday, May 09, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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
3-5	(d) measures used by district for teacher evaluation	State ELA/Math Assessment grades 3-5 and State Science Assessment grade 4
6-8	(d) measures used by district for teacher evaluation	State ELA/Math Assessment grades 6-8, and State Science Assessment grade 8
9-12	(d) measures used by district for teacher evaluation	Regents examinations (Living Environment, Integrated CC/Algebra 1, Global History, US History, Comprehensive/CC English).

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The principal of the Intermediate School (grades 3, 4 and 5) will receive the same score calculated using this formula: 0.25 (average percentage of students scoring at levels 3 and 4 on the State ELA assessment in grades 3, 4 and 5) + .25 (average percentage of students scoring at levels 3 and 4 on the State Math assessment in grades 3, 4 and 5) + .50 (average percentage of students scoring at levels 3 and 4 on the State Science assessment in grade 4). The resulting percentage is then converted to points using the chart uploaded- 0-15 principals.</p> <p>The principal of the Middle School (grades 6, 7 and 8) will receive the same score calculated using this formula: 0.25 (average percentage of students scoring at levels 3 and 4 on the State ELA assessment in grades 6, 7 and 8) + .25 (average percentage of students scoring at levels 3 and 4 on the State Math assessment in grades 6, 7 and 8) + .50 (average percentage of students scoring at levels 3 and 4 on the State Science assessment in grade 8). The resulting percentage is then converted to points using the chart uploaded- 0-15 principals.</p>
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The principal of the High School (Grades 9, 10, 11 and 12) will receive the same score calculated using this formula: 0.20 (the percentage of students scoring 65-100 on the Algebra regents exam) +0.20 (the percentage of students scoring 65-100 on the Living Environment regents exam) + 0.20 (the percentage of students scoring 65-100 on the Global history regents exam) +0.20 (the percentage of students scoring 65-100 on the US History regents exam) +0.20 (the percentage of students scoring 65-100 on the English regents exam). The resulting percentage is then converted to points using the chart uploaded- 0-15 principals.

For students enrolled in Common Core courses the district will administer both the NYS Comprehensive/Integrated and NYS Common Core ELA/ Algebra 1 Regents Exams. The district will use the higher of two scores for APPR purposes.

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

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

(No response)

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

assets/survey-uploads/12190/1033776-qBFVOWF7fC/Local Measures 0-20 and Value-Added 0-15 Chart for Principals with State Provided Growth Score 5-9-14 included in APPR document.docx

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	Gorham-Middlesex locally developed Literacy Assessments for grades K, 1 and 2.

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 principal of the Primary School (grades K, 1 and 2) will receive the same score calculated by totaling the percentage of students reading at or above grade level benchmark for grades K, 1 and 2 on the last reading assessment of the school year. The benchmarks are: Grade K- Instructional Level 4, Grade 1- Instructional Level 18 and Grade 2- Instructional Level 28. This total is then divided by three to compute a school-wide average.
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	The resulting percentage is then converted to points using the chart uploaded- 0-20 principals.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students reading at or above grade level benchmark is between 66-100%.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students reading at or above grade level benchmark is between 41-65%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students reading at or above grade level benchmark is between 25-40%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students reading at or above grade level benchmark is between 0-24%

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.

assets/survey-uploads/12190/1033776-T8MIGWUVm1/Local Measures 0-20 and Value-Added 0-15 Chart for Principals with State Provided Growth Score 5-9-14 included in APPR document.docx

8.3) Locally Developed Controls

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

(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.

(No response)

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check

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

9. Other Measures of Effectiveness (Principals)

Created Friday, February 21, 2014
Updated Wednesday, April 23, 2014

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9.1) Principal Practice Rubric

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

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

Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Multidimensional Principal Performance Rubric contains 6 Domains that include a total of 22 components. Each component will be rated from one to four and then the rating for each component will be added and the sum divided by 22 to arrive at an average rubric rating between 1 and 4. If a component is observed more than once across multiple school visits, the scores will be averaged for one final score for that component. The average rating will then be converted using the attached table. We understand that the rubric score must be a whole number. Normal rounding rules will apply, but in no case will rounding result in a principal moving from one scoring band to the next. The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value.

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

assets/survey-uploads/12205/1034011-pMADJ4gk6R/Other Measure- 0-60 point allocation based on Multidimensional Performance Rubric_1.docx

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

Highly Effective: Overall performance and results exceed standards.	Overall average score on the components of the Multi Dimensional Performance Rubric will be between 3.5 and 4.0, considered to be at the distinguished level.
Effective: Overall performance and results meet standards.	Overall average score on the components of the Multi Dimensional Performance Rubric will be between 2.5 and 3.4, considered to be at the proficient level.
Developing: Overall performance and results need improvement in order to meet standards.	Overall average score on the components of the Multi Dimensional Performance Rubric will be between 1.5 and 2.4, considered to be at the basic level.

Ineffective: Overall performance and results do not meet standards.

Overall average score on the components of the Multi Dimensional Performance Rubric will be between 1.0 and 1.4, considered to be at the basic level.

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)

Created Friday, February 21, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	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

Created Friday, February 21, 2014

Updated Thursday, April 03, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/1034538-Df0w3Xx5v6/Administrator Improvement Plan.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured administrator's Annual Professional Performance Review (APPR). The procedures contained herein are not available to probationary administrators.

The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured administrator's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

After that the procedure will remain in effect until the next contract negotiations or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

(1) Only administrators who receive a rating of "Ineffective" may appeal his or her performance review. Any administrators that receive a rating of "Developing", "Effective" or "Highly Effective" cannot appeal, however, have the right to submit a written professional response to their APPR.

(2) A administrator may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the Commissioner of Education, and compliance with the procedures for the conduct of performance reviews set forth in the Annual Professional Performance Review plan.

(3) An administrator may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) Appeals concerning a administrator's performance review must be received in the office of the Superintendent of Schools no later than 10 school days after he/she receives his/her APPR composite score. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the administrator's right to appeal that performance review.

(5) Probationary administrators can only pursue procedural appeals. Tenured administrators can pursue procedural and/or substantive appeals. Process appeals and substantive appeals by tenured administrators shall be heard by a WFL BOCES designee. The WFL BOCES designee will be assigned to review and render a decision on the appeal. The designee will be collaboratively agreed upon by Superintendent and MWAA President (or MWAA Designee) within 5 days of receipt of an appeal.

(6) An administrator wishing to initiate an appeal must submit a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal, to the Superintendent, with a copy to the MWAA President (or MWAA Designee). The appeal must be submitted in writing. E-mail or other electronic submissions are not permitted. Any additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(7) Under this appeals process the administrator is expected to provide an explanation of relief requested. The administrator is required to provide facts and evidence upon which he/she seeks relief. All materials will be delivered to the WFL BOCES designee within 10 calendar days of selection by the district and MWAA.

(8) The WFL BOCES designee, shall consider the evidence, perform any investigation, and render a written decision to the Superintendent, Administrator and the MWAA President (or MWAA Designee) within 30 calendar days from the receipt of the appeal materials.

(9) The decision of the WFL BOCES designee shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the WFL BOCES designee shall not be subject to any further appeal. The designee will be collaboratively agreed upon by Superintendent and MWAA President (or MWAA Designee).

(10) If the appeal is sustained, the original performance review shall be revised accordingly. The revised performance review may not be reviewed or appealed under this procedure. If the appeal is rejected, the original APPR and Composite Score shall remain unchanged.

(11) At such time that the Annual Professional Performance Review will be used for supplemental compensation, the District and MWAA will negotiate specific details.

The administrator's failure to comply with the requirements of this Appeals Procedure shall result in a denial of the appeal.

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

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

The lead evaluator (Superintendent) in the district responsible for observing and evaluating administrators will be certified annually. They must successfully complete training each year through training sessions offered by the Wayne-Finger Lakes BOCES. The training consists of the lead evaluator participating in collegial study of the Multidimensional Principal Performance Rubric in addition to the 9 required elements in section 30-2.9 of the rules of the Board of Regents. This consists of 20 hours of meetings and “rating sessions” to examine evidence being gathered by each participant. We are also doing a book study related to school culture and making change.

Approximately 22 hours will be spent recertifying each year.

The issue of inter-rater reliability does not exist, because the superintendent is the only administrator responsible for evaluating principals.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Friday, February 21, 2014
Updated Wednesday, May 14, 2014

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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/12158/1034639-3Uqgn5g9Iu/appr signature page.pdf](assets/survey-uploads/12158/1034639-3Uqgn5g9Iu/appr%20signature%20page.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.

APPENDIX I – SLO Conversion Chart

Points will be assigned based on 80% of the students in the teacher’s SLO achieving growth as defined by the teacher and a building principal. A teacher will be considered mid-to-high range “effective” (HEDI rating with 14 points) if 80% of his/her students reach the SLO target. Points will be assigned depending upon the % of students who exceed or fall short of the target.

HIGHLY EFFECTIVE 86%+ of students meet target 18-20 points			EFFECTIVE 65-85% of students meet target 9-17 points									DEVELOPING 40-64% of students meet target 3-8 points						INEFFECTIVE 0-39% of students meet target 0-2 points		
			20	19	18	17	16	15	<u>14</u>	13	12	11	10	9	8	7	6	5	4	3
95-100%	91-94%	86-90%	85%	83-84%	81-82%	<u>79-80%</u>	77-78%	74-76%	70-73%	67-69%	65-66%	60-64%	55-59%	50-54%	46-49%	42-45%	40-41%	26-39%	15-25%	0-14%

Upon implementation of a Value-Added Model by New York State, this chart will be used for Locally-selected Measure (0-15) for teachers with State Provided Growth Score only.

Each Building's Local Measures subcomponent score is converted into a 0-15 score using the appropriate chart.

Intermediate Building All teachers 3-5	
Ineffective	
0	0-11%
1	12-20
2	21-30
Developing	
3	31-35
4	36-40
5	41-45
6	46-48
7	49-50
Effective	
8	51-52
9	53-54
10	55-56
11	57-58
12	59-60
13	61-62
Highly Effective	
14	63-80
15	81-100

Middle School All teachers 6-8	
Ineffective	
0	0-11%
1	12-20
2	21-30
Developing	
3	31-35
4	36-40
5	41-45
6	46-48
7	49-50
Effective	
8	51-52
9	53-54
10	55-56
11	57-58
12	59-60
13	61-62
Highly Effective	
14	63-80
15	81-100

APPENDIX G—Locally Determined Measures 0-20 Conversion Chart

For current use for all teachers

Each Building's Local Measures subcomponent score is converted into a 0-20 score using the appropriate chart.

Primary Building All teachers K-2	Intermediate Building All teachers 3-5	Middle School All teachers 6-8	High School All teachers 9-12
Ineffective	Ineffective	Ineffective	Ineffective
0-16% 0	0-16% 0	0-16% 0	0-20% 0
17-19 1	17-19 1	17-19 1	21-30 1
20-24 2	20-24 2	20-24 2	31-40 2
Developing	Developing	Developing	Developing
25-26 3	25-26 3	25-26 3	41-42 3
27-29 4	27-29 4	27-29 4	43-44 4
30-31 5	30-31 5	30-31 5	45-46 5
32-34 6	32-34 6	32-34 6	47-48 6
35-38 7	35-38 7	35-38 7	49-50 7
39-40 8	39-40 8	39-40 8	51-52 8
Effective	Effective	Effective	Effective
41-42 9	41-42 9	41-42 9	53-54 9
43-44 10	43-44 10	43-44 10	55-57 10
45-46 11	45-46 11	45-46 11	58-59 11
47-48 12	47-48 12	47-48 12	60-64 12
49-50 13	49-50 13	49-50 13	65-70 13
51-54 14	51-52 14	51-54 14	71-75 14
55-58 15	53-54 15	55-58 15	76-80 15
59-61 16	55-56 16	59-61 16	81-84 16
62-65 17	57-59 17	62-65 17	85-89 17
Highly Effective	Highly Effective	Highly Effective	Highly Effective
66-75 18	60-69 18	66-75 18	90-95 18
76-85 19	70-85 19	76-85 19	96-97 19
86-100 20	86-100 20	86-100 20	98-100 20

APPENDIX F -- Teacher Practice 0-60 Scoring Conversion Chart using Danielson Frameworks for Teaching 2011 Rubric

HEDI Rating	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

Rubric Score to Sub-Component Conversion Chart

The following chart will be used to convert a teacher’s 1-4 score on the Danielson rubric into the 0-60 points for the teacher effectiveness component of the evaluation. When calculating the composite score for teachers, simple rounding rules will apply (any number containing a decimal from 0.50 up will be rounded up to the next whole number unless rounding will result in a teacher moving from one scoring band to the next).

Total Average Rubric Score	Category	Conversion Score for Composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27

1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

If the Commissioner of Education changes the scoring bands, the District and Association will negotiate a new scoring system if the current system will no longer work with the new bands.

Section M: Professional Development

The District and the Association agree that a major purpose of conducting an APPR is to improve both professional practice and student performance. APPR must therefore be a significant factor in shaping the professional development opportunities provided to teachers. The District and the Association shall cooperate in designing professional development activities that are appropriate for and responsive to the individual needs of each individual teacher as identified in his/her APPR.

The district's EPC committee shall be responsible for developing the various aspects of the district professional development plan. The responsibilities of the committee shall include but are not limited to: participate in the design, selection and implementation of professional development activities; encourage teachers to participate in selecting professional development activities that are appropriate for their needs; evaluate the effectiveness of existing professional development activities and to recommend changes where necessary; consult and advise in the selection of appropriate professional development activities to be used in Teacher Improvement Plans; ensure that professional development includes training on the Teaching Standards and rubric(s) used in the APPR process; and make recommendations; as may be necessary to ensure the continued implementation of effective professional development opportunities for all District teachers.

All costs associated with district professional development will be borne by the district. Professional development will be provided within the teachers' contractual day, during contractual after-school meeting times, on days within the contractual work year that are designated for professional development, or over the summer if the days are paid by the district.

Section N: Teacher Improvement Plan (TIP) Process

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

The District and the Association view the Teacher Improvement Plan as a tool to assist professional staff with their performance in order impact positively student achievement. A TIP is completed collegially between the teacher and supervising administrator. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

The TIP (based on the teacher's overall APPR composite score) is required to be used for a teacher whose overall teacher composite score is rated as "Developing" or "Ineffective."

The TIP should be developed any time after the teacher has received his/her overall composite score, but no later than the tenth (10th) day of the new school year.

The TIP should be structured around four domains, which are inclusive of the teaching seven standards. All requirements of the TIP must be realistic and focused on improving teaching in the classroom.

The following should be included on the TIP:

- Identification of the areas that need improvement;
- A clear timeframe for accomplishment;
- Success measures;
- Clear support from the administrator/designee;
- Date of future meetings.

All participants in the TIP meeting should be listed on the TIP. Periodic follow-up sessions should be conducted to assess the teacher's progress.

THERE ARE THREE PHASES TO THE MARCUS WHITMAN TEACHER IMPROVEMENT PLAN PROCESS:

- Awareness Phase
 - Collaborative Assistance Phase
 - Directed Assistance Phase
- Teachers who receive an Overall Composite Score and Rating of "Ineffective" or "Developing" rating shall be placed in the Collaborative Assistance Phase.
- The District may place a teacher on the Awareness or Collaborative phase of the assistance plan at any time of the year if the teacher needs improvement in a specific area or there are areas of concern that may or may not be related to academic areas. A teacher retains the right to grieve TIPs of this nature per the contract.

AWARENESS PHASE

1. A concern is identified by the administrator or the teacher.
2. The administrator and the teacher meet to collaborate and attempt to resolve the concern in an agreed-upon time frame. (*Appendix L-Awareness Phase Plan/Awareness Phase Review*)
3. At the conclusion of the Awareness Phase, the administrator will review the progress and will make one of the following recommendations:
 - The teacher resumes participation in the regular APPR described in this document;
OR
 - In the event the concern is not resolved, the teacher is placed into either the collaborative or directed assistance phase. At this point, the teacher will be advised by the administrator to discuss the situation with the Marcus Whitman Teachers

Association or designated representative. The teacher or the administrator may request other representation in all subsequent meetings regarding the concern.

COLLABORATIVE ASSISTANCE PHASE

1. Review the recommendations from the Awareness Phase.
2. A specific plan will be developed which includes:
 - Growth-promoting goals that are specific, measurable, action oriented, realistic, and time bound;
 - Strategies for resolution of the concern;
 - Timelines;
 - Indicators of progress;
 - Resources and support needed. (*Appendix M-Professional Assistance Plan*)
3. The administrator and the teacher set up a specific time to review what progress has been made. (*Appendix N-Professional Assistance Plan Meeting Summary/Evaluation Summary Report will be used with each meeting held for reviewing progress.*)
4. One of the following recommendations will be made upon reviewing the teacher's progress (Appendix N):
 - The concern is resolved and the teacher is returned to the APPR described in this document; OR
 - The teacher remains in the Collaborative Assistance Phase with revised goals and timelines; OR
 - The concern is not resolved, and the teacher is moved into the Directed Assistance Phase.

NOTE:

To protect the teacher who is working to improve his or her teaching, data obtained during the Awareness or Collaborative Assistance Phase may not be used in further action against the teacher. An exception would be an event or additional information concerning a blatant violation of a specific policy or rule that initiates an immediate move from the Awareness Phase or the Collaborative Assistance Phase into the Directed Assistance Phase.

DIRECTED ASSISTANCE PHASE

1. The teacher may be placed in the Directed Assistance Phase because of, but not limited to:
 - Not meeting the standards of the Danielson 2011 rubric after being in the Collaborative Assistance Phase;
 - Insubordination;
 - Specific policy or rule violation(s).
2. The Directed Assistance Phase begins with a meeting between the administrator, teacher, and Marcus Whitman Teachers' Association President or designated representative. Other resource people may be involved, i.e., central office administrator(s) and/or NYSUT representative.

3. The administrator will identify in writing the specific Rubric Domain(s), rule or policy in violation. The teacher will be given an opportunity to respond. Following the discussion, the administrator will indicate the next steps to be taken, such as:
 - A specific remedial plan with timeline (*Appendix M; progress will be reviewed using Appendix N*);
 - Requirement of specific training in or outside of the school, or evaluation by a professional;
 - Placement of the teacher on paid administrative leave;
 - Recommendation for further corrective action by the Superintendent and Board of Education, following New York State Education Law.

4. The Directed Assistance Phase only addresses ongoing performance concerns not corrected by the teacher under either the Awareness Phase or the Collaborative Assistance Phase. The Directed Assistance Phase is not intended as a restriction on the district's right to take appropriate disciplinary action for teacher misconduct without prior resort to either the Awareness Phase or the Collaborative Assistance Phase.

APPENDIX L

Awareness Phase Plan/Awareness Phase Review

Marcus Whitman Central School District

Name: _____ Grade/Subject: _____

Administrator: _____ **Date:** _____

Awareness Phase Plan/Awareness Phase Review

Marcus Whitman Central School District

Name: _____ Grade/Subject: _____

Administrator: _____ Date: _____

Awareness Phase Plan

Specific statement of problem(s) related to the components of the Frameworks for Teaching Rubric:

Goals (measurable, action-oriented, realistic, time-bound):

Time frame: _____

Administrator Signature

Date

I have discussed the contents of this document with the administrator and have been provided the opportunity to respond in writing.

Teacher Signature

Date

Written response attached: Yes No

Awareness Phase Review

Date: _____

Administrator's recommendations:

Teacher Comments:

Administrator Signature

Date

I have discussed the contents of this document with the administrator and have been provided the opportunity to respond in writing.

Teacher Signature

Date

Awareness Phase Plan

Specific statement of problem(s) related to the components of the Frameworks for Teaching Rubric:

Goals (measurable, action-oriented, realistic, time-bound):

Time frame: _____

Administrator Signature

Date

I have discussed the contents of this document with the administrator and have been provided the opportunity to respond in writing.

Teacher Signature

Date

Written response attached: Yes No

Awareness Phase Review

Date: _____

Administrator's recommendations:

Teacher Comments:

Administrator Signature

Date

I have discussed the contents of this document with the administrator and have been provided the opportunity to respond in writing.

Teacher Signature

Date

APPENDIX M

Professional Assistance Plan

Marcus Whitman Central School District

____ Collaborative Assistance Plan

____ Directed Assistance Plan

Name: _____ Discipline/Grade: _____

Professional Assistance Plan

Marcus Whitman Central School District

____ Collaborative Assistance Plan

____ Directed Assistance Plan

Name: _____ Discipline/Grade: _____

Administrator: _____ Date: _____

Specific Statement of Problem(s) related to the Components of the Frameworks for Teaching Rubric:

Goals (measurable, action-oriented, realistic, time-bound):

Strategies/Resources/Indicators of Progress

Review Dates:

Administrator Signature

Date

I have discussed the contents of this document with the administrator and have been provided the opportunity to respond in writing.

Teacher Signature

Date

Written response attached: Yes No

Administrator: _____ Date: _____

Specific Statement of Problem(s) related to the Components of the Frameworks for Teaching Rubric:

Goals (measurable, action-oriented, realistic, time-bound):

Strategies/Resources/Indicators of Progress

Review Dates:

Administrator Signature

Date

I have discussed the contents of this document with the administrator and have been provided the opportunity to respond in writing.

Teacher Signature

Date

Written response attached: Yes No

PROFESSIONAL ASSISTANCE PLAN

Meeting Summary/Evaluation Summary Report

Collaborative Assistance Plan

Directed Assistance Plan

Name: _____ Administrator: _____

Which meeting: First Second Third Fourth Fifth

Goal(s) addressed:

Strategies implemented:

Resources/Support Utilized to Date:

Administrator Comments/Recommendations:

Teacher Comments:

Next meeting date: _____

Administrator Signature

Date

I have discussed the contents of this document with the administrator and have been provided the opportunity to respond in writing.

Teacher Signature

Date

APPENDIX I – SLO Conversion Chart

Points will be assigned based on 80% of the students in the principal’s SLO achieving growth as defined by the principal and superintendent. A principal will be considered mid-to-high range “effective” (HEDI rating with 14 points) if 80% of his/her students reach the SLO target. Points will be assigned depending upon the % of students who exceed or fall short of the target.

HIGHLY EFFECTIVE 86%+ of students meet target 18-20 points			EFFECTIVE 65-85% of students meet target 9-17 points									DEVELOPING 40-64% of students meet target 3-8 points					INEFFECTIVE 0-39% of students meet target 0-2 points			
20	19	18	17	16	15	<u>14</u>	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	85%	83-84%	81-82%	<u>79-80%</u>	77-78%	74-76%	70-73%	67-69%	65-66%	60-64%	55-59%	50-54%	46-49%	42-45%	40-41%	26-39%	15-25%	0-14%

Each Building's Local Measures subcomponent score is converted into a 0-20 score using the appropriate chart.

Primary Building All Principals K-2		Intermediate Building All Principals 3-5		Middle School All Principals 6-8		High School All Principals 9-12	
Ineffective		Ineffective		Ineffective		Ineffective	
0-16%	0	0-16%	0	0-16%	0	0-20%	0
17-19	1	17-19	1	17-19	1	21-30	1
20-24	2	20-24	2	20-24	2	31-40	2
Developing		Developing		Developing		Developing	
25-26	3	25-26	3	25-26	3	41-42	3
27-29	4	27-29	4	27-29	4	43-44	4
30-31	5	30-31	5	30-31	5	45-46	5
32-34	6	32-34	6	32-34	6	47-48	6
35-38	7	35-38	7	35-38	7	49-50	7
39-40	8	39-40	8	39-40	8	51-52	8
Effective		Effective		Effective		Effective	
41-42	9	41-42	9	41-42	9	53-54	9
43-44	10	43-44	10	43-44	10	55-57	10
45-46	11	45-46	11	45-46	11	58-59	11
47-48	12	47-48	12	47-48	12	60-64	12
49-50	13	49-50	13	49-50	13	65-70	13
51-54	14	51-52	14	51-54	14	71-75	14
55-58	15	53-54	15	55-58	15	76-80	15
59-61	16	55-56	16	59-61	16	81-84	16
62-65	17	57-59	17	62-65	17	85-89	17
Highly Effective		Highly Effective		Highly Effective		Highly Effective	
66-75	18	60-69	18	66-75	18	90-95	18
76-85	19	70-85	19	76-85	19	96-97	19
86-100	20	86-100	20	86-100	20	98-100	20

Upon implementation of a Value-Added Model by New York State, this chart will be used for Locally-selected Measure (0-15) for principals with State Provided Growth Score only.

Each Building's Local Measures subcomponent score is converted into a 0-15 score using the appropriate chart.

Intermediate Building All Principals 3-5	Middle School All Principals 6-8	High School All Principals 9-12
Ineffective	Ineffective	Ineffective
0 0-11%	0 0-11%	0 0-11%
1 12-20	1 12-20	1 12-20
2 21-30	2 21-30	2 21-30
Developing	Developing	Developing
3 31-35	3 31-35	3 31-35
4 36-40	4 36-40	4 36-40
5 41-45	5 41-45	5 41-45
6 46-48	6 46-48	6 46-50
7 49-50	7 49-50	7 51-54
Effective	Effective	Effective
8 51-52	8 51-52	8 55-59
9 53-54	9 53-54	9 60-64
10 55-56	10 55-56	10 65-69
11 57-58	11 57-58	11 70-74
12 59-60	12 59-60	12 75-79
13 61-62	13 61-62	13 80-84
Highly Effective	Highly Effective	Highly Effective
14 63-80	14 63-80	14 85-95
15 81-100	15 81-100	15 96-100

Each Building's Local Measures subcomponent score is converted into a 0-20 score using the appropriate chart.

Primary Building All Principals K-2		Intermediate Building All Principals 3-5		Middle School All Principals 6-8		High School All Principals 9-12	
Ineffective		Ineffective		Ineffective		Ineffective	
0-16%	0	0-16%	0	0-16%	0	0-20%	0
17-19	1	17-19	1	17-19	1	21-30	1
20-24	2	20-24	2	20-24	2	31-40	2
Developing		Developing		Developing		Developing	
25-26	3	25-26	3	25-26	3	41-42	3
27-29	4	27-29	4	27-29	4	43-44	4
30-31	5	30-31	5	30-31	5	45-46	5
32-34	6	32-34	6	32-34	6	47-48	6
35-38	7	35-38	7	35-38	7	49-50	7
39-40	8	39-40	8	39-40	8	51-52	8
Effective		Effective		Effective		Effective	
41-42	9	41-42	9	41-42	9	53-54	9
43-44	10	43-44	10	43-44	10	55-57	10
45-46	11	45-46	11	45-46	11	58-59	11
47-48	12	47-48	12	47-48	12	60-64	12
49-50	13	49-50	13	49-50	13	65-70	13
51-54	14	51-52	14	51-54	14	71-75	14
55-58	15	53-54	15	55-58	15	76-80	15
59-61	16	55-56	16	59-61	16	81-84	16
62-65	17	57-59	17	62-65	17	85-89	17
Highly Effective		Highly Effective		Highly Effective		Highly Effective	
66-75	18	60-69	18	66-75	18	90-95	18
76-85	19	70-85	19	76-85	19	96-97	19
86-100	20	86-100	20	86-100	20	98-100	20

Upon implementation of a Value-Added Model by New York State, this chart will be used for Locally-selected Measure (0-15) for principals with State Provided Growth Score only.

Each Building's Local Measures subcomponent score is converted into a 0-15 score using the appropriate chart.

Intermediate Building All Principals 3-5	Middle School All Principals 6-8	High School All Principals 9-12
Ineffective	Ineffective	Ineffective
0 0-11%	0 0-11%	0 0-11%
1 12-20	1 12-20	1 12-20
2 21-30	2 21-30	2 21-30
Developing	Developing	Developing
3 31-35	3 31-35	3 31-35
4 36-40	4 36-40	4 36-40
5 41-45	5 41-45	5 41-45
6 46-48	6 46-48	6 46-50
7 49-50	7 49-50	7 51-54
Effective	Effective	Effective
8 51-52	8 51-52	8 55-59
9 53-54	9 53-54	9 60-64
10 55-56	10 55-56	10 65-69
11 57-58	11 57-58	11 70-74
12 59-60	12 59-60	12 75-79
13 61-62	13 61-62	13 80-84
Highly Effective	Highly Effective	Highly Effective
14 63-80	14 63-80	14 85-95
15 81-100	15 81-100	15 96-100

“Other Measures” Point Allocation (0-60) using Multidimensional Principal Performance Rubric

The following chart will be used to convert a principal's score on the Multidimensional Principal Performance Rubric into the 0-60 points for the principal effectiveness component of the evaluation. The first chart indicates the ranges that will correspond to the HEDI rankings, and the second chart provides a conversion that makes the entire range accessible.

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33

1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3

3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

If the Commissioner of Education changes the scoring bands, the District and Association will negotiate a new scoring system if the current system will no longer work with the new bands.

Administrator Improvement Plan

PURPOSE:

- To enable a administrator the opportunity to seek assistance in any of the components of the Multidimensional Principal Performance Rubric (MPPR);
- To provide a more structured process for a administrator who earns a composite score on an annual evaluation that indicates that the administrator is “Ineffective” or “Developing.” The administrator scoring as Ineffective or Developing will enter the improvement plan at either the Collaborative or Directed Assistance phase.
- To provide due process for disciplinary action.

THREE PHASES:

- Awareness Phase
- Collaborative Assistance Phase
- Directed Assistance Phase

AWARENESS PHASE

1. A concern is identified by the superintendent or administrator.
2. The superintendent and administrator meet to collaborate and attempt to resolve the concern in an agreed-upon time frame. (*Attachment J—Awareness Phase Plan/Awareness Phase Review*)
3. At the conclusion of the Awareness Phase, the superintendent will review the progress and will make one of the following recommendations:
 - The administrator has adequately corrected the concern.
 - In the event the concern is not resolved, the administrator is placed into either the collaborative or directed assistance phase. At this point, the administrator will be advised by the superintendent to discuss the situation with the Marcus Whitman Administrators Association or designated representative. The administrator or the administrator may request other representation in all subsequent meetings regarding the concern.

COLLABORATIVE ASSISTANCE PHASE

1. Review the recommendations from the Awareness Phase.
2. A specific plan will be developed which includes:
 - Growth-promoting goals that are specific, measurable, action oriented, realistic, and time bound;
 - Strategies for resolution of the concern;
 - Timelines;
 - Indicators of progress;
 - Resources and support needed. (*Attachment K—Professional Assistance Plan*)

3. The superintendent and administrator set up a specific time to review what progress has been made. *(Attachment L—Professional Assistance Plan Meeting Summary/Evaluation Summary Report will be used with each meeting held for reviewing progress.)*
4. One of the following recommendations will be made upon reviewing the teacher's progress *(Attachment L)*:
 - The concern is resolved and the PIP is ended.
 - The administrator remains in the Collaborative Assistance Phase with revised goals and timelines. OR
 - The concern is not resolved, and the administrator is moved into the Directed Assistance Phase.

NOTE:

To protect the administrator who is working to improve his or her work, data obtained during the Awareness or Collaborative Assistance Phase may not be used in further action against the administrator. An exception would be an event or additional information concerning a blatant violation of a specific policy or rule that initiates an immediate move from the Awareness Phase or the Collaborative Assistance Phase into the Directed Assistance Phase.

DIRECTED ASSISTANCE PHASE

1. The administrator may be placed in the Directed Assistance Phase because of, but not limited to:
 - Not achieving the "Effective" or "Highly Effective" level on specific components of the MPPR after being in the Collaborative Assistance Phase;
 - Insubordination;
 - Specific policy or rule violation(s).
2. The Directed Assistance Phase begins with a meeting between the superintendent, administrator, and Marcus Whitman Administrators Association President or designated representative. Other resource people may be involved.
3. The superintendent will identify in writing the specific components of the MPPR, rule or policy in violation. The administrator will be given an opportunity to respond. Following the discussion, the superintendent will indicate the next steps to be taken, such as:
 - A specific remedial plan with timeline *(Attachment K; progress will be reviewed using Attachment L)*;
 - Requirement of specific training in or outside of the school, or evaluation by a professional;
 - Placement of the administrator on paid administrative leave;
 - Recommendation for further corrective action by the Board of Education, following New York State Education Law.
4. The Directed Assistance Phase only addresses ongoing performance concerns not corrected by the administrator under either the Awareness Phase or the Collaborative Assistance Phase. The Directed Assistance Phase is not intended as a restriction on the district's right to take appropriate disciplinary action for

administrator misconduct without prior resort to either the Awareness Phase or the Collaborative Assistance Phase.

Signature page:

For the District:

Jeremy Clingerman, Superintendent

Date

For the Association:

Susan Wissick, Association President

Date

Awareness Phase Plan/Awareness Phase Review

Marcus Whitman Central School District

Administrator: _____ Grade/Subject: _____

Superintendent: _____ Date: _____

Awareness Phase Plan

Specific statement of problem(s) related to the Multidimensional Principal performance Rubric:

Goals (measurable, action-oriented, realistic, time-bound):

Time frame: _____

Superintendent's Signature

Date

I have discussed the contents of this document with the administrator and have been provided the opportunity to respond in writing.

Administrator's Signature

Date

Written response attached: Yes No

Awareness Phase Review

Date: _____

Superintendent's recommendations:

Administrator Comments:

Superintendent's Signature

Date

I have discussed the contents of this document with the administrator and have been provided the opportunity to respond in writing.

Administrator Signature

Date

Administrator Assistance Plan

Marcus Whitman Central School District

___ Collaborative Assistance Plan

___ Directed Assistance Plan

Administrator: _____ Discipline/Grade: _____

Superintendent: _____ Date: _____

Specific Statement of Problem(s) related to the Multidimensional Principal Performance Rubric; act(s) of insubordination; or specific rule or policy violation:

Goals (measurable, action-oriented, realistic, time-bound):

Strategies/Resources/Indicators of Progress

Review Dates:

Superintendent Signature

Date

I have discussed the contents of this document with the administrator and have been provided the opportunity to respond in writing.

Administrator Signature

Date

Written response attached: Yes No

ADMINISTRATOR ASSISTANCE PLAN

Meeting Summary/Evaluation Summary Report

Collaborative Assistance Plan

Directed Assistance Plan

Name: _____ Superintendent: _____

Which meeting: First Second Third Fourth Fifth

Goal(s) addressed:

Strategies implemented:

Resources/Support Utilized to Date:

Superintendent Comments/Recommendations:

Administrator Comments:

Next meeting date: _____

Superintendent's Signature

Date

I have discussed the contents of this document with the administrator and have been provided the opportunity to respond in writing.

Administrator Signature

Date

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

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

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

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

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

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

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

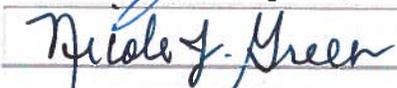
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators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

Signatures, dates

Superintendent Signature: Date:

 5/13/14

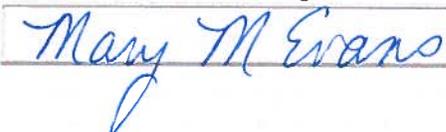
Teachers Union President Signature: Date:

 5/13/14

Administrative Union President Signature: Date:

 5/13/14  5/13/14

Board of Education President Signature: Date:

 5/13/14