



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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January 4, 2013

Charles Rinaldi, Superintendent
Gowanda Central School District
10674 Prospect Street
Gowanda, NY 14070

Dear Superintendent Rinaldi:

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 for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: David P. O'Rourke

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

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: 2012-13

Created Thursday, May 03, 2012

Updated Monday, November 19, 2012

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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 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 : 042801060000

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

042801060000

1.2) School District Name: GOWANDA CSD

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

GOWANDA CSD

1.3) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

Not applicable

1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

(No response)

1.5) Assurances

Please check all of the boxes below:

1.5) 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
1.5) 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
1.5) Assurances Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked

1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

Re-submission to address deficiencies

1.7) Is this submission for an annual or multi-year plan?

If the plan is multi-year, please write the years that are included.

Annual (2012-13)

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

Created Thursday, May 03, 2012

Updated Friday, December 21, 2012

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 for 2012-13, 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 for 2012-13.	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. 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.

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Gr 3 4 ELA NYS Assessments
1	School-or BOCES-wide, group or team results based on State assessments	Gr 3 4 ELA NYS Assessments
2	School-or BOCES-wide, group or team results based on State assessments	Gr 3 4 ELA NYS Assessments

	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 student performance.

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.

Please see 2.11 for complete description. Process for Setting Targets:

- Gowanda CSD has adopted generic growth expectations for all grades and subjects with the bar set at 80% of the students who must meet their SLO targets in order for the teacher to receive the maximum number of points within the Effective range.
- Teachers will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their SLO target score (see chart below).
- Teachers of 3rd grade, 6-8 SS and Science, LOTE proficiency and teachers of Regents courses will collect baseline data in the fall of 2012 using a pre-assessment. Teachers will write individual SLO's based on their individual class results on the pre-assessment. The pre-assessment is district-developed, based on the New York State Learning Standards and parallel to the summative assessment identified in the APPR plan/Review Room that will be used to measure growth.
- The district has established a process whereby each teacher will develop a chart that has each student listed along with the pre-assessment score. Teachers are also allowed to use baseline information such as the previous year's benchmark and historical data to develop a rationale to set individual targets for students
- Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target.
- Teachers with more than one growth measure will have their SLO's weighted proportionately based on the number of students included in all SLO's. This will provide for one overall 20 point growth component score.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Teachers will receive a rating of Developing when 41-60%% of the students meet their individual targets.

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

Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Gr 3 4 Math NYS Assessments
1	School-or BOCES-wide, group or team results based on State assessments	Gr 3 4 Math NYS Assessments
2	School-or BOCES-wide, 2 group or team results based on State assessments	Gr 3 4 Math NYS Assessments

	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 student performance.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Please see 2.11 for complete description. Process for Setting Targets:</p> <ul style="list-style-type: none"> • Gowanda CSD has adopted generic growth expectations for all grades and subjects with the bar set at 80% of the students who must meet their SLO targets in order for the teacher to receive the maximum number of points within the Effective range. • Teachers will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their SLO target score (see chart below). • Teachers of 3rd grade, 6-8 SS and Science, LOTE proficiency and teachers of Regents courses will collect baseline data in the fall of 2012 using a pre-assessment. Teachers will write individual SLO's based on their individual class results on the pre-assessment. The pre-assessment is district-developed, based on the New York State Learning Standards and parallel to the summative assessment identified in the APPR plan/Review Room that will be used to measure growth. • The district has established a process whereby each teacher will develop a chart that has each student listed along with the pre-assessment score. Teachers are also allowed to use baseline information such as the previous year's benchmark and historical data to develop a rationale to set individual targets for students • Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target. • Teachers with more than one growth measure will have their SLO's weighted proportionately based on the number of students included in all SLO's. This will provide for one overall 20 point growth component score.
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Teachers will receive a rating of Developing when 41-60%% of the students meet their individual targets.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.</p>

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Grade 6 common branch
7	District, regional or BOCES-developed assessment	Gowanda CSD Locally developed Science Grade 7 assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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.

Please see 2.11 for complete description. Process for Setting Targets:

- Gowanda CSD has adopted generic growth expectations for all grades and subjects with the bar set at 80% of the students who must meet their SLO targets in order for the teacher to receive the maximum number of points within the Effective range.
- Teachers will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their SLO target score (see chart below).
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- The district has established a process whereby each teacher will develop a chart that has each student listed along with the pre-assessment score. Teachers are also allowed to use baseline information such as the previous year's benchmark and historical data to develop a rationale to set individual targets for students
- Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target.
- Teachers with more than one growth measure will have their SLO's weighted proportionately based on the number of students included in all SLO's. This will provide for one overall 20 point growth component score.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Teachers will receive a rating of Developing when 41-60%% of the students meet their individual targets.

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

Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

test).

2.5) Grades 6-8 Social Studies

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

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

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

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.

Please see 2.11 for complete description. Process for Setting Targets:

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- Teachers will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their SLO target score (see chart below).
- Teachers of 3rd grade, 6-8 SS and Science, LOTE proficiency and teachers of Regents courses will collect baseline data in the fall of 2012 using a pre-assessment. Teachers will write individual SLO's based on their individual class results on the pre-assessment. The pre-assessment is district-developed, based on the New York State Learning Standards and parallel to the summative assessment identified in the APPR plan/Review Room that will be used to measure growth.
- The district has established a process whereby each teacher will develop a chart that has each student listed along with the pre-assessment score. Teachers are also allowed to use baseline information such as the previous year's benchmark and historical data to develop a rationale to set individual targets for students
- Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target.
- Teachers with more than one growth measure will have their SLO's weighted proportionately based on the number of students included in all SLO's. This will provide for one overall 20 point growth component score.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.

Effective (9 - 17 points) Results meet District goals for similar students.

Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.

Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 41-60%% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	Global Studies NYS 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 student performance.

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>Please see 2.11 for complete description. Process for Setting Targets:</p> <ul style="list-style-type: none"> • Gowanda CSD has adopted generic growth expectations for all grades and subjects with the bar set at 80% of the students who must meet their SLO targets in order for the teacher to receive the maximum number of points within the Effective range. • Teachers will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their SLO target score (see chart below). • Teachers of 3rd grade, 6-8 SS and Science, LOTE proficiency and teachers of Regents courses will collect baseline data in the fall of 2012 using a pre-assessment. Teachers will write individual SLO's based on their individual class results on the pre-assessment. The pre-assessment is district-developed, based on the New York State Learning Standards and parallel to the summative assessment identified in the APPR plan/Review Room that will be used to measure growth. • The district has established a process whereby each teacher will develop a chart that has each student listed along with the pre-assessment score. Teachers are also allowed to use baseline information such as the previous year's benchmark and historical data to develop a rationale to set individual targets for students • Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each
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student's attainment of target.

- Teachers with more than one growth measure will have their SLO's weighted proportionately based on the number of students included in all SLO's. This will provide for one overall 20 point growth component score.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.

Effective (9 - 17 points) Results meet District goals for similar students.

Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.

Developing (3 - 8 points) Results are below District goals for similar students.

Teachers will receive a rating of Developing when 41-60%% of the students meet their individual targets.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

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 student performance.

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.

Please see 2.11 for complete description. Process for Setting Targets:

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- The district has established a process whereby each

teacher will develop a chart that has each student listed along with the pre-assessment score. Teachers are also allowed to use baseline information such as the previous year's benchmark and historical data to develop a rationale to set individual targets for students

- Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target.
- Teachers with more than one growth measure will have their SLO's weighted proportionately based on the number of students included in all SLO's. This will provide for one overall 20 point growth component score.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 41-60%% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

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 student performance.

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.

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- Teachers of 3rd grade, 6-8 SS and Science, LOTE proficiency and teachers of Regents courses will collect baseline data in the fall of 2012 using a pre-assessment. Teachers will write individual SLO's based on their

individual class results on the pre-assessment. The pre-assessment is district-developed, based on the New York State Learning Standards and parallel to the summative assessment identified in the APPR plan/Review Room that will be used to measure growth.

- The district has established a process whereby each teacher will develop a chart that has each student listed along with the pre-assessment score. Teachers are also allowed to use baseline information such as the previous year's benchmark and historical data to develop a rationale to set individual targets for students
- Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target.
- Teachers with more than one growth measure will have their SLO's weighted proportionately based on the number of students included in all SLO's. This will provide for one overall 20 point growth component score.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.

Effective (9 - 17 points) Results meet District goals for similar students.

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Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	Grade 11 NYS Regents assessments
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	Grade 11 NYS Regents assessments
Grade 11 ELA	Regents assessment	Grade 11 NYS Regents assessments

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 student performance.

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.

Please see 2.11 for complete description. Process for Setting Targets:

- Gowanda CSD has adopted generic growth expectations for all grades and subjects with the bar set at 80% of the

students who must meet their SLO targets in order for the teacher to receive the maximum number of points within the Effective range.

- Teachers will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their SLO target score (see chart below).
- Teachers of 3rd grade, 6-8 SS and Science, LOTE proficiency and teachers of Regents courses will collect baseline data in the fall of 2012 using a pre-assessment. Teachers will write individual SLO's based on their individual class results on the pre-assessment. The pre-assessment is district-developed, based on the New York State Learning Standards and parallel to the summative assessment identified in the APPR plan/Review Room that will be used to measure growth.
- The district has established a process whereby each teacher will develop a chart that has each student listed along with the pre-assessment score. Teachers are also allowed to use baseline information such as the previous year's benchmark and historical data to develop a rationale to set individual targets for students
- Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target.
- Teachers with more than one growth measure will have their SLO's weighted proportionately based on the number of students included in all SLO's. This will provide for one overall 20 point growth component score.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 41-60%% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

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
Spanish 3	District, Regional or BOCES-developed	Erie II CC BOCES Regional Spanish 3 LOTE assessment
Seneca 3	District, Regional or BOCES-developed	Erie II CC BOCES Regional Seneca 3 LOTE assessment
Seneca Grade 8	District, Regional or BOCES-developed	Erie II CC BOCES Regional Seneca Gr. 8 LOTE assessment
Spanish Grade 8	District, Regional or BOCES-developed	Erie II CC BOCES Regional Spanish Gr. 8 LOTE assessment
all other teachers not named above	School/BOCES-wide/group/tea results based on State	Gowanda CSD locally developed grade level and/or content area specific assessments

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Please see 2.11 for complete description. Process for Setting Targets:</p> <ul style="list-style-type: none"> • Gowanda CSD has adopted generic growth expectations for all grades and subjects with the bar set at 80% of the students who must meet their SLO targets in order for the teacher to receive the maximum number of points within the Effective range. • Teachers will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their SLO target score (see chart below). • Teachers of 3rd grade, 6-8 SS and Science, LOTE proficiency and teachers of Regents courses will collect baseline data in the fall of 2012 using a pre-assessment. Teachers will write individual SLO's based on their individual class results on the pre-assessment. The pre-assessment is district-developed, based on the New York State Learning Standards and parallel to the summative assessment identified in the APPR plan/Review Room that will be used to measure growth. • The district has established a process whereby each teacher will develop a chart that has each student listed along with the pre-assessment score. Teachers are also allowed to use baseline information such as the previous year's benchmark and historical data to develop a rationale to set individual targets for students • Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target. • Teachers with more than one growth measure will have their SLO's weighted proportionately based on the number of students included in all SLO's. This will provide for one overall 20 point growth component score.
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Teachers will receive a rating of Developing when 41-60%% of the students meet their individual targets.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.</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.

assets/survey-uploads/5364/124337-TXEttx9bQW/20 Point HEDI Scale for SLO revised 11-16-12_2.docx

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, 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 those used in State Growth measures, which include: student prior academic history, 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.

(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://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	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 Thursday, May 03, 2012

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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.

.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. 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.

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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.

<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>Please see 3.13 below for complete description.</p> <ul style="list-style-type: none"> • Gowanda CSD has adopted generic achievement expectations for all grades and subjects with the bar set at 80% of students who must meet their local achievement targets in order for the teacher to receive the maximum number of points within the Effective range. • Teachers will receive a point total from 0-15 or 0-20 points respectively, according to the percentage of their students who meet or exceed their achievement target score (see chart below). • Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target. <p>Teachers with more than one achievement measure will have their results weighted proportionately based on the number of students included in all measures used. This will provide for one overall 15 or 20 point achievement component score.</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>Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.</p>

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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>Please see 3.13 below for complete description.</p> <ul style="list-style-type: none"> • Gowanda CSD has adopted generic achievement expectations for all grades and subjects with the bar set at 80% of students who must meet their local achievement targets in order for the teacher to receive the maximum number of points within the Effective range. • Teachers will receive a point total from 0-15 or 0-20 points respectively, according to the percentage of their students who meet or exceed their achievement target score (see chart below). • Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target. <p>Teachers with more than one achievement measure will have their results weighted proportionately based on the number of students included in all measures used. This will provide for one overall 15 or 20 point achievement component score.</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>Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.</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/5139/124447-rhJdBgDruP/Combined 15-20 Point Local HEDI Scale revised 11-20-12.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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWeb
1	4) State-approved 3rd party assessments	AIMSWeb
2	4) State-approved 3rd party assessments	AIMSWeb
3	4) State-approved 3rd party assessments	AIMSWeb

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Please see 3.13 below for complete description.</p> <ul style="list-style-type: none"> • Gowanda CSD has adopted generic achievement expectations for all grades and subjects with the bar set at 80% of students who must meet their local achievement targets in order for the teacher to receive the maximum number of points within the Effective range. • Teachers will receive a point total from 0-15 or 0-20 points respectively, according to the percentage of their students who meet or exceed their achievement target score (see chart below). • Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target. <p>Teachers with more than one achievement measure will have their results weighted proportionately based on the number of students included in all measures used. This will provide for one overall 15 or 20 point achievement component score.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

K	4) State-approved 3rd party assessments	AIMSWeb
1	4) State-approved 3rd party assessments	AIMSWeb
2	4) State-approved 3rd party assessments	AIMSWeb
3	4) State-approved 3rd party assessments	AIMSWeb

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Please see 3.13 below for complete description.</p> <ul style="list-style-type: none"> • Gowanda CSD has adopted generic achievement expectations for all grades and subjects with the bar set at 80% of students who must meet their local achievement targets in order for the teacher to receive the maximum number of points within the Effective range. • Teachers will receive a point total from 0-15 or 0-20 points respectively, according to the percentage of their students who meet or exceed their achievement target score (see chart below). • Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target. <p>Teachers with more than one achievement measure will have their results weighted proportionately based on the number of students included in all measures used. This will provide for one overall 15 or 20 point achievement component score.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Grade 6 common branch

7	3) Teacher specific achievement or growth score computed locally	NYS Grade 8 ILSA
8	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see 3.13 below for complete description. <ul style="list-style-type: none"> Gowanda CSD has adopted generic achievement expectations for all grades and subjects with the bar set at 80% of students who must meet their local achievement targets in order for the teacher to receive the maximum number of points within the Effective range. Teachers will receive a point total from 0-15 or 0-20 points respectively, according to the percentage of their students who meet or exceed their achievement target score (see chart below). Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target. Teachers with more than one achievement measure will have their results weighted proportionately based on the number of students included in all measures used. This will provide for one overall 15 or 20 point achievement component score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Grade 6 common branch
7	5) District, regional, or BOCES–developed assessments	Gowanda CSD locally developed Social Studies Grade 7 assessment
8	5) District, regional, or BOCES–developed assessments	Gowanda CSD locally developed Social Studies Grade 8 assessment

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

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

<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>Please see 3.13 below for complete description.</p> <ul style="list-style-type: none"> • Gowanda CSD has adopted generic achievement expectations for all grades and subjects with the bar set at 80% of students who must meet their local achievement targets in order for the teacher to receive the maximum number of points within the Effective range. • Teachers will receive a point total from 0-15 or 0-20 points respectively, according to the percentage of their students who meet or exceed their achievement target score (see chart below). • Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target. <p>Teachers with more than one achievement measure will have their results weighted proportionately based on the number of students included in all measures used. This will provide for one overall 15 or 20 point achievement component score.</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>Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.</p>

3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Gowanda CSD locally developed Global History Geo I assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Global 2 NYS Regents assessment

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

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

<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>Please see 3.13 below for complete description.</p> <ul style="list-style-type: none"> • Gowanda CSD has adopted generic achievement expectations for all grades and subjects with the bar set at 80% of students who must meet their local achievement targets in order for the teacher to receive the maximum number of points within the Effective range. • Teachers will receive a point total from 0-15 or 0-20 points respectively, according to the percentage of their students who meet or exceed their achievement target score (see chart below). • Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target. <p>Teachers with more than one achievement measure will have their results weighted proportionately based on the number of students included in all measures used. This will provide for one overall 15 or 20 point achievement component score.</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>Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.</p>

3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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

Living Environment	3) Teacher specific achievement or growth score computed locally	NYS Regents Living Environment assessment
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS aRegents Earth Science assessment
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Regents Chemistry assessment
Physics	3) Teacher specific achievement or growth score computed locally	NYS Regents Physics assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Please see 3.13 below for complete description.</p> <ul style="list-style-type: none"> • Gowanda CSD has adopted generic achievement expectations for all grades and subjects with the bar set at 80% of students who must meet their local achievement targets in order for the teacher to receive the maximum number of points within the Effective range. • Teachers will receive a point total from 0-15 or 0-20 points respectively, according to the percentage of their students who meet or exceed their achievement target score (see chart below). • Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target. <p>Teachers with more than one achievement measure will have their results weighted proportionately based on the number of students included in all measures used. This will provide for one overall 15 or 20 point achievement component score.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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

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

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

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>Please see 3.13 below for complete description.</p> <ul style="list-style-type: none"> • Gowanda CSD has adopted generic achievement expectations for all grades and subjects with the bar set at 80% of students who must meet their local achievement targets in order for the teacher to receive the maximum number of points within the Effective range. • Teachers will receive a point total from 0-15 or 0-20 points respectively, according to the percentage of their students who meet or exceed their achievement target score (see chart below). • Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target. <p>Teachers with more than one achievement measure will have their results weighted proportionately based on the number of students included in all measures used. This will provide for one overall 15 or 20 point achievement component score.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Gowanda CSD locally developed Grade 9 ELA Literacy Skills assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Gowanda CSD locally developed Grade 10 ELA Literacy Skills assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Regents ELA assessment

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

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

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>Please see 3.13 below for complete description.</p> <ul style="list-style-type: none"> • Gowanda CSD has adopted generic achievement expectations for all grades and subjects with the bar set at 80% of students who must meet their local achievement targets in order for the teacher to receive the maximum number of points within the Effective range. • Teachers will receive a point total from 0-15 or 0-20 points respectively, according to the percentage of their students who meet or exceed their achievement target score (see chart below). • Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target. <p>Teachers with more than one achievement measure will have their results weighted proportionately based on the number of students included in all measures used. This will provide for one overall 15 or 20 point achievement component score.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

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
Math A1	5) District/regional/BOCES–developed	Gowanda CSD locally developed Math A1 assessment
9-12 Special Education resource room	4) State-approved 3rd party	Scholastic Reading Inventory
9-12 Health	5) District/regional/BOCES–developed	Gowanda CSD Comprehensive Health assessment
Keyboarding	5) District/regional/BOCES–developed	Gowanda CSD Microsoft Office Portfolio
K-12 physical education	5) District/regional/BOCES–developed	Gowanda CSD Physical Education assessment
Spanish 3	5) District/regional/BOCES–developed	Gowanda CSD LOTE assessment
K-12 Special Education self-contained	4) State-approved 3rd party	AIMSWeb
Spanish Gr 7 8 and Level 1	5) District/regional/BOCES–developed	Gowanda CSD Grade 7 8 Spanish LOTE assessment
ELA 12	5) District/regional/BOCES–developed	Gowanda CSD Grade 12 ELA Literacy and skills assessment
Seneca Gr 8 and Level 3	5) District/regional/BOCES–developed	Gowanda CSD Grade 8 LOTE Seneca assessment
Government	5) District/regional/BOCES–developed	Gowanda CSD US Civics Government assessment
9-12 Art	5) District/regional/BOCES–developed	Gowanda CSD Visual Arts Foundation Portfolio assessment
Business math	5) District/regional/BOCES–developed	Gowanda CSD Personal Finance assessment
5-12 Technology	5) District/regional/BOCES–developed	Gowanda CSD Local technology assessment
9-12 chorus	5) District/regional/BOCES–developed	Gowanda CSD Music Literacy and Evaluation-Vocal assessment
5-12 Library	4) State-approved 3rd party	AIMSWeb
4-8 Art	5) District/regional/BOCES–developed	Gowanda CSD Gr 4-8 local assessment
K-8 ELA and Math AIS	4) State-approved 3rd party	AIMSWeb
K-8 Special Ed Resource Room	4) State-approved 3rd party	AIMSWeb
Family Consumer Science	5) District/regional/BOCES–developed	Gowanda CSD F local assessment

For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is

possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

<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>Please see 3.13 below for complete description.</p> <ul style="list-style-type: none"> • Gowanda CSD has adopted generic achievement expectations for all grades and subjects with the bar set at 80% of students who must meet their local achievement targets in order for the teacher to receive the maximum number of points within the Effective range. • Teachers will receive a point total from 0-15 or 0-20 points respectively, according to the percentage of their students who meet or exceed their achievement target score (see chart below). • Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target. <p>Teachers with more than one achievement measure will have their results weighted proportionately based on the number of students included in all measures used. This will provide for one overall 15 or 20 point achievement component score.</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>Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.</p>

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/124447-y92vNseFa4/Combined 15-20 Point Local HEDI Scale revised 11-20-12_1.docx

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, 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.

- *Gowanda CSD has adopted generic achievement expectations for all grades and subjects with the bar set at 80% for the percent of students who must meet their local achievement targets in order for the teacher to receive the maximum number of points within the Effective range.*
- *Teachers will receive a point total from 0-15 or 0-20 points respectively, according to the percentage of their students who meet or exceed their achievement target score (see chart below).*
- *Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target.*
- *Teachers with more than one achievement measure will have their results weighted proportionately based on the number of students included in all measures. This will provide for one overall 15 or 20 point achievement component score.*

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, May 03, 2012

Updated Monday, December 10, 2012

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.)

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (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]	38
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	22

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, 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.

Annual Professional Performance Review (APPR)

The APPR provides a basic framework for the complex activity of professionals by dividing responsibilities into several categories. This type of framework allows the professional staff and administrator to work collaboratively toward the professional's improvement throughout the course of the year. The APPR also addresses the professional's goal attainment, professional strengths and areas in need of improvement, and the discussion of goals for the future that are congruent with the Professional Development Plan (PDP).

Professional Development Plan (PDP)

Professional development is the continuous process by which professionals increase and refine their knowledge, skills, and practices to remain current and effective within the field of education.

All professional staff members will set Professional Goals for the subsequent year at the end of year Summative APPR Conference. Together the administrator and staff member will jointly determine the areas that will become the focus of the next year's professional growth activities (PDP). These goals may come from any of the components included within any of the four domains of the 2011 Danielson Rubric and/or be based upon District or building goals and objectives. This form for Professional Goals will be worth up to 6 points when completed and reviewed during the end of the year Summative APPR Conference.

Points will be assigned to the Structured Review Professional Goals as follows:

0 points – No documentation of Professional Goals provided

1 point – One goal is identified or defined

2 points – Two goals are identified or defined

3 points – One identified goal is linked to a specific Danielson Domain or District Goal

4 points – Two identified goals are linked to a specific Danielson Domain or District Goal

5 points – Evidence provided for progress toward one of current school year's goals

6 points – Evidence provided for progress toward two of current school year's goals

Self-Reflection offers a teacher a continuous, ongoing process of professional growth that fosters the improvement of instruction. The professional staff member will submit a written document that summarizes his/her evaluation of progress toward professional goals that will be included with other paperwork submitted to the principal during the end of the year Summative APPR Conference. In addition, the professional staff member will assess the status of, and accomplishment related to, each of his/her goals. The Self-Reflection document will be worth 2 points.

Application of Professional Staff Development provided and/or offered by the District during In-Service days, and approved workshops, classes, and training will be documented and discussed during the annual Summative Conference with the building principal. Documentation will be done using the form in Appendix H of this APPR Plan. Documentation is in the form of an exit survey, where the professional member will provide a summary of the Superintendent's Conference Day training or other approved trainings attended, and plans or evidence for how this training will be applied to the member's classroom teaching or position at Gowanda Central School District. Information about the dates, location, duration, and content of the training will be summarized by the member and submitted to the district as an Artifact, or evidence of professional development. This will be worth up to 4 points of the negotiated Local 60 Points of the Overall Composite Score.

Structured Review of Artifacts will occur during the Summative APPR Conference and involves the review and submission of particular evidence, or artifacts, for Professional Goals, Self Reflection, and Application of Professional Development. The Appendix of this APPR plan has the forms for each of these items, worth a total of up to 12 points. Appendix E and F show how the Structured Review of Artifacts is used as part of the Locally Negotiated 60 points.

Domain 4 -Professional Development is the reference made for each of the 5 particular components (4b – 4f) of the 2011 Danielson Rubric for which professional staff member will receive a total score of up to 10 points using the following HEDI rating.

Danielson Domain Four: I (0 or .5) D (1.0) E (1.5) H (2.0)

4b Maintaining accurate records

4c Communication w/Families

4d Participation in professional community

4e Growing and developing professionally

4f Showing professionalism

Artifacts, or evidence that supports teacher performance, may be used to increase scores during the Summative APPR Conference, at Post-Observation Conference(s), or at any time the professional staff member has gathered evidence. Artifacts are generally aligned with the four domains of the Danielson Rubric (2011).

Unannounced Walk-Through

The state regulations for classroom observations require that evaluations of teachers include at least one unannounced classroom observation, in addition to a more formally scheduled classroom observation, and that procedures for unannounced observations be negotiated. The purpose of the Unannounced Walk-Through observations is to provide the opportunity for evaluators to observe professional staff members in a less formal setting and also to focus on any domain specific evaluation criteria that may not have been applicable or present in the lesson that was formally scheduled and observed.

The timelines for Unannounced Walk-Through observations are detailed in the Evaluation Procedures section of this document. It is understood that no Walk-Through observations will occur on Fridays, on the day before, or the day of, holidays, unless professional staff member requests this in writing. (examples: day before Winter Recess, or Halloween) Unannounced Walk-throughs may occur before or after a formal observation.

A written request, from the professional staff member, for a second Unannounced Walk-Through may be made after the Post-Observation Conference, as shown in the flow charts sequencing the Evaluation Procedures in Section VIII of this document. If the request for a second Unannounced Walk-Through is denied by an evaluator, reasons for the denial must be provided in writing to the professional staff member and kept on file with the other APPR documents.

Classroom Observation Scale Score

During any formally scheduled classroom observations and unannounced walk-through observations, the administrator evaluates the professional staff member in the sixteen subcomponents from the first three domains of the 2011 Danielson Rubric. If a subcomponent is observed, a score from 0 to 4 is given. A score for any unobserved subcomponent will be assigned using walk-throughs and artifacts. All subcomponents must be observed or documented through artifacts before a score is assigned. After all observations are completed and a score is given to all sixteen subcomponents, the scores are then added together giving a sum or total. This sum or total will be between 0 and 64. The sum or total will then be divided by 16, which is the number of subcomponents, to give the professional staff member an overall average rubric score between 0 and 4.

Once the average rubric score is known, the Conversion Scale Score can be found in the chart in Appendix D, giving how many of the 38 points a professional staff member has earned during classroom observations.

Example: A member's observations are completed and the sum of all 16 subcomponent scores from the first three domains of the 2011 Danielson Rubric totals 46 points. Divide 46 by 16.

$46/16 \approx 2.9$ Therefore, the member receives 36 out of 38 points.

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

[assets/survey-uploads/5091/124467-eka9yMJ855/Overall Composite Score Matrix.docx](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers will receive a rating of highly effective when their total score on the Danielson criteria (0-38) and teacher artifacts (0-22) equals a rating between 55-60
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers will receive a rating of effective when their total score on the Danielson criteria (0-38) and teacher artifacts (0-22) equals a rating between 51-54.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers will receive a rating of developing when their total score on the Danielson criteria (0-38) and teacher artifacts (0-22) equals a rating between 49-50
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers will receive a rating of ineffective when their total score on the Danielson criteria (0-38) and teacher artifacts (0-22) equals a rating between 0-48

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	51-54
Developing	49-50
Ineffective	0-48

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

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, May 03, 2012

Updated Friday, December 21, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, 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 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 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	55-60
Effective	51-54
Developing	49-50
Ineffective	0-48

5.2) The 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, May 03, 2012

Updated Friday, November 30, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5265/124486-Df0w3Xx5v6/Teacher Improvement Plan Form.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:

Appeals Process

A professional staff member subject to the APPR rating systems shall have rights to an appeal procedure as follows:

1. Appeal procedures shall be limited to the scope of appeals under Education Law §3012-c as follows:

- a. the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
 - b. the adherence to the Commissioner's regulations, as applicable to such reviews;
 - c. compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
 - d. the school district's issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.
2. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.
3. Those unit members receiving a rating of "developing" or "ineffective" shall have the right to the following appeals procedure:
- a. S/he must file an appeal on a form mutually agreed upon by the Association and the District by September 30, or 30 days after receipt of the composite score. The appeal shall require that the member provide a detailed basis for the appeal.
 - b. The appeal must be filed with the building principal who completed the APPR Summative Conference. There will be only one APPR Composite Score per member conducted by the building principal.
 - c. The building principal to whom the appeal was directed has fifteen (15) business days to respond to the appeal. The response will be in writing on a form mutually agreed upon by the Association and the District.
4. Professional staff members receiving "developing" or "ineffective" rating and having their appeal denied by their building principal shall have the right to the following appeals procedure:
- a. S/he must file an appeal on a form mutually agreed upon by the Association and the District within 5 business days of receiving the response from the principal.
 - b. The appeal must be filed with the superintendent. The appeal shall require that the member provide a detailed basis for the appeal.
 - c. A written decision on the merits of the appeal shall be rendered by the superintendent no later than 30 business days from the date upon which the teacher filed his or her appeal. The decision shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the principal's response to the appeal and additional documentary evidence submitted with such papers.
 - i. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the superintendent may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated.
 - ii. A copy of the decision shall be provided to the teacher and the building principal or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.
 - d. The appeals process for teachers receiving a "developing" rating and having their appeal decided upon by the superintendent shall be final.
5. The appeals process for teachers having an "ineffective" rating shall have the right to the following appeal procedure:
- a. All appeals beyond the superintendent must be submitted in writing to the superintendent and the Gowanda Teachers' Association no later than 15 business days of the date when the teacher receives their second stage decision from the superintendent. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.
 - i. When filing an appeal, the identical documents that were first submitted by the teacher and the responses prepared by the building principal are the only documents that shall be considered in the third stage appeal.
 - ii. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.
 - b. Within 15 calendar days of receipt of an appeal, the school district and Gowanda Teachers' Association will assign a mutually agreed upon independent hearing officer to consider the third stage appeal. The cost of the independent hearing officer shall be borne equally by the District and the Association.
 - c. A decision shall be rendered by the independent hearing officer, in writing, on the merits of the appeal no later than 30 business days from the date upon which the teacher filed his or her third stage appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers.
 - d. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the independent hearing officer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated.
 - e. A copy of the decision shall be provided to the teacher, the building principal, or the person responsible for either issuing or implementing the terms of an improvement plan and the superintendent.

f. *The decision of the independent hearing officer shall be final.*

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

Failure by the professional staff member to adhere to the timelines outlined in the appeals process, without a documented medical reason, shall mean the unit member waives his/her right to an appeal.

Failure by the District to adhere to the timelines outlined in the appeals process, without a documented medical reason, shall mean the unit member's appeal is successful.

Nothing about the appeals process herein described shall prohibit the District from going forward with decisions to terminate a professional staff member or deny tenure, consistent with all applicable laws and regulations.

The teacher retains any defenses he or she may have in the event the APPR is utilized in a subsequent 3020a proceeding.

If after all the appropriate appeals are exhausted and a rating of "developing" or "ineffective" is upheld, a TIP will be implemented. The TIP will be developed by the certified and trained building principal using the APPR documents and will identify the area(s) in need of improvement. Costs associated with implementing the TIP will be borne by the District.

6.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

Training for lead evaluators commenced as early as the summer of 2010 and continues to this day. All three principals (lead evaluators) have participated in training sessions provided by the staff and consultants from Allegany-Cattaraugus BOCES, Erie 2-Chautauqua-Cattaraugus BOCES, LEAF and locally developed Gowanda CSD trainers. Thus far they have participated in workshops entitled: ISSLC Overview for Leaders (one day), Framework for Teaching with Candi McKay (six-days), Enhancing Professional Practice (one day), Evidence-based Observation (one day), Developing Student Learning Objectives (one-day), SLO Webinar Series (three-hours), Assessment of Teacher Practice Using Evidence Binders (one day), Developing Professional Goals (one day), Assessment Literacy Series (one-day), and How to Evaluate Special Education Teachers (three-hours). All documentation of training and development activities will be kept on file.

Upon gathering ample documentation that evaluators and lead evaluators have been properly trained, the Superintendent will make the recommendation for the Board of Education to certify each evaluator to conduct evaluations. The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for all evaluators to be recertified each year.

Inter-rater reliability will be assured through, 1). the oversight of the superintendent who will evaluate the lead evaluators and the degree to which they consistently apply the APPR standards, 2). group conferencing and feedback sessions wherein the lead evaluators, facilitated by the superintendent and BOCES network team personnel, will discuss the emerging issues inherent in the implementation of the APPR plan and different evidence gathering scenarios.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

their related functions, as applicable

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

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

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, May 03, 2012

Updated Friday, December 21, 2012

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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.

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

K-4
5-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score 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 for 2012-13	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 assessment 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. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

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 school or program type this SLO applies to. Then, using the drop-down boxes below, please select the 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. 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.

Please remember that State assessments must be used with SLOs if applicable to the school or program type.

School or Program Type	SLO with Assessment Option	Name of the Assessment
Gowanda Elementary School	State assessment	NYS Grade 3 ELA and Math assessments
Gowanda Middle School	State assessment	NYS Grade 5-8 ELA and Math assessments
Gowanda High School	State assessment	NYS Grade 11 ELA Int. Alg. Regents

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.

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.

Please see attachment below for complete description.

- Gowanda CSD has adopted generic growth expectations for all grades and subjects with the bar set at 80% for the percent of students who must meet their SLO targets in order for the principal to receive the maximum number of points within the Effective range.
- Principals will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their SLO target score (see chart below).
- 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 will develop SLOs assessment 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. In these cases, the principals will collect baseline data in the fall of 2012 using a pre-assessment. Principals will write individual SLO's based on the class results on the pre-assessment. The pre-assessment is district-developed, based on the New York State Learning Standards and parallel to the summative assessment identified in the APPR plan/Review Room that will be used to measure growth.
- The district has established a process whereby each

principal will develop a chart that has each student listed along with the pre-assessment score. Principals are also allowed to use baseline information such as the previous year's benchmark and historical data to develop a rationale to set individual targets for students

- Principals will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target.
- Principals with more than one growth measure will have their SLO's weighted proportionately based on the number of students included in all SLO's. This will provide for one overall 20 point growth component score.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).

Principals will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Principals will receive a rating of Effective when 61-80% of the students meet their individual targets.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Principals will receive a rating of Developing when 41-60% of the students meet their individual targets.

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

Principals will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

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/5365/124326-lha0DogRNw/20 Point Principal HEDI Scale for SLO revised 11-16-12.docx

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, 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 those used in State Growth measures, which include: prior student achievement results, 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.

(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://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	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 Monday, November 26, 2012

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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.

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

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	AIMSWeb ELA and Math
5-8	(d) measures used by district for teacher evaluation	AIMSWeb ELA and Math
9-12	(h) students' progress toward graduation	Annual credit accumulation consistent with BOE policy

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>Please see attachment below for complete description.</p> <ul style="list-style-type: none"> • Gowanda CSD has adopted generic student achievement expectations for all grades and subjects with the bar set at 80% for the percent of students who must meet their local achievement targets in order for the principal to receive the maximum number of points within the Effective range. • Principals will receive a point total from 0-15 and 0-20 points respectively, according to the percentage of their students who meet or exceed their achievement target score (see chart below). • Principals will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target. • Principals with more than one achievement measure will have their results weighted proportionately based on the number of students included in measures. This will
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	provide for one overall 15 or 20 point growth component score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When goals are established for each individual student, the principal will receive a rating of Highly Effective when 81-100% of the students meet their individual goals.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When goals are established for each individual student, the principal will receive a rating of Effective when 61-80% of the students meet their individual goals.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When goals are established for each individual student, the principal will receive a rating of Developing when 41-60% of the students meet their individual goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When goals are established for each individual student, the principal will receive a rating of Ineffective when 0-40% of the students meet their individual goals.

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/5366/124325-qBFVOWF7fC/Combined 15-20 Point Principal Local HEDI Scale revised 11-16-12 including BOE promotion policy.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 used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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

- (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-4	(d) measures used by district for teacher evaluation	AIMSWeb ELA and Math
5-8	(d) measures used by district for teacher evaluation	AIMSWeb ELA and Math
9-12	(h) students' progress toward graduation	Annual credit accumulation consistent with BOE policy

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.	Please see attachment below for complete description. <ul style="list-style-type: none"> • Gowanda CSD has adopted generic student achievement expectations for all grades and subjects with the bar set at 80% for the percent of students who must
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meet their local achievement targets in order for the principal to receive the maximum number of points within the Effective range.

- Principals will receive a point total from 0-15 and 0-20 points respectively, according to the percentage of their students who meet or exceed their achievement target score (see chart below).
- Principals will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target.
- Principals with more than one achievement measure will have their results weighted proportionately based on the number of students included in measures. This will provide for one overall 15 or 20 point growth component score.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

When goals are established for each individual student, the principal will receive a rating of Highly Effective when 81-100% of the students meet their individual goals.

Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

When goals are established for each individual student, the principal will receive a rating of Effective when 61-80% of the students meet their individual goals.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

When goals are established for each individual student, the principal will receive a rating of Developing when 41-60% of the students meet their individual goals.

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

When goals are established for each individual student, the principal will receive a rating of Ineffective when 0-40% of the students meet their individual goals.

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/5366/124325-T8MIGWUVm1/Combined 15-20 Point Principal Local HEDI Scale revised 11-16-12 including BOE promotion policy.docx](#)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

Principals with more than one locally selected achievement measure will have their results weighted proportionately based on the number of students included in the measures. This will provide for one overall 15 or 20 point growth component score.

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 Thursday, May 03, 2012

Updated Monday, December 10, 2012

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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.

The Reeves Leadership Performance Matrix

(No response)

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the points 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 points 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
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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
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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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus 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)

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 district shall utilize the Reeves rubric for principal evaluation as the basis for the 60 "Other" points allocated to measures of leadership and management. The superintendent's assessment shall be based on a least 3 visits of 30 minutes for probationary principals and 2 visits of 30 minutes or more for tenured principals or more to the school, while in session. For probationary principals, two will be as agreed to between the superintendent and principal, one will be unannounced. For tenured principals, one will be as agreed to between the superintendent and principal, one will be unannounced. Visits are to be completed no later than April 15. The two additional sources of information for the superintendent's consideration in utilizing the rubric and instrument shall be:

- A portfolio of school documents related to components of the rubric. These shall be provided to the superintendent by May 31.*
- The superintendent shall consider the following discussions and reviews in assessing performance of the principal in leadership and management: 1.) The principal and superintendent shall conduct a joint critical analysis of the NYS School Report Card (or other similar NYS accountability report) no later than October 15, including identification of actions to be taken to address components and district resources to be made available to the principal and building. 2.) No later than May 31, the principal and superintendent shall meet to review the related initiatives and actions of the principal over the year as well as the availability and utilization of district provided resources.*
- The principal's self-analysis on the rubric for the superintendent's consideration and discussion.*

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

[assets/survey-uploads/5143/124495-pMADJ4gk6R/Principals Reeves 60 Prct Scoring Worksheet for Review Room.xls](#)

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.	Principals will receive a rating of Highly Effective when the score on the Reeves rubric is between 55-60%.
Effective: Overall performance and results meet standards.	Principals will receive a rating of Highly Effective when the score on the Reeves rubric is between 51-54%.
Developing: Overall performance and results need improvement in order to meet standards.	Principals will receive a rating of Highly Effective when the score on the Reeves rubric is between 49-50%.
Ineffective: Overall performance and results do not meet standards.	Principals will receive a rating of Highly Effective when the score on the Reeves rubric is between 0-48%.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	51-54
Developing	49-50
Ineffective	0-48

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 Thursday, May 03, 2012

Updated Friday, December 21, 2012

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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.

For the 2013-2014 school year and beyond, 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 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 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

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	55-60
Effective	51-54
Developing	49-50
Ineffective	0-48

10.2) The 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, May 03, 2012

Updated Friday, December 21, 2012

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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 your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/124500-Df0w3Xx5v6/Appeals process and PIP for review room.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:

Principals' Appeal Process

1. A principal subject to the APPR rating and/or Principal Improvement Plan (PIP) shall have rights to an appeal procedure as follows:

a. Appeal procedures shall be limited to the scope of appeals under Education Law §3012-c as follows:

i. the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;

- ii. the adherence to the Commissioner's regulations, as applicable to such reviews;*
 - iii. compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
 - iv. the school district's issuance and/or implementation of the terms of the principal improvement plan under Education Law §3012-c.*
 - b. Only a principal receiving a rating of "developing" and/or "ineffective" shall have the right to the following appeals procedure;*
 - i. All appeals must be submitted in writing no later than 15 calendar days of the date when the principal receives their composite annual professional performance review. The appeal shall be filed with the superintendent and a copy sent to the district clerk. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.*
 - ii. When filing an appeal the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.*
 - iii. In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.*
 - iv. Within 15 calendar days of receipt of an appeal, the superintendent who issued the performance review or was or is responsible for either the issuance and/or implementation of the terms of the principal's improvement plan must submit a written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the superintendent's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the superintendent, and any and all additional information submitted with the response, at the same time the superintendent files the response/decision.*
 - v. A written decision on the merits of the appeal shall be rendered by the superintendent no later than 30 calendar days from the date upon which the principal filed his or her appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the superintendent's response to the appeal and additional documentary evidence submitted with such papers.*
 - vi. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the superintendent may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the principal.*
 - vii. The second stage appeals process for a principal having an "ineffective" or "developing" rating shall have the right to the following appeal procedure:*
 - i. All appeals beyond the superintendent must be submitted in writing to the superintendent and the Gowanda Administrators' Association no later than 15 calendar days of the date when the principal receives their first stage decision from the superintendent. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.*
 - ii. When filing an appeal, the identical documents that were first submitted by the principal and the responses prepared by the superintendent are the only documents that shall be considered in the second stage appeal*
 - iii. In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.*
 - iv. Within 15 calendar days of receipt of an appeal, the school district and Gowanda Administrators' Association will assign a mutually agreed upon independent hearing officer to consider the second stage appeal. The cost of the independent hearing officer shall be borne equally by the District and the Association.*
 - v. A decision shall be rendered by the independent hearing officer.*
 - vi. A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the principal filed his or her second stage appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the superintendent's response to the appeal and additional documentary evidence submitted with such papers.*
 - vii. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the independent hearing officer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the principal, the superintendent or the person responsible for either issuing or implementing the terms of an improvement plan and the superintendent. The decision of the independent hearing officer shall be final.*
 - c. The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.*
- 2. It is understood that that the terms of this Memorandum of Agreement are not subject to arbitration.*

11.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

Training for lead evaluators commenced as early as the summer of 2010 and continues to this day. The superintendent(lead evaluator)participated in training sessions provided by the staff and consultants from Allegany-Cattaraugus BOCES, Erie 2-Chautauqua-Cattaraugus BOCES, LEAF and locally developed Gowanda CSD trainers. Thus far he has participated in workshops entitled: ISSLC Overview for Leaders (one day), Framework for Teaching with Candi McKay (six-days), Enhancing Professional Practice (one day), Evidence-based Observation (one day), Developing Student Learning Objectives (one-day), SLO Webinar Series (three-hours), Assessment of Teacher Practice Using Evidence Binders (one day), Developing Professional Goals (one day), Assessment Literacy Series (one-day), and How to Evaluate Special Education Teachers (three-hours), and Principal Evaluation training with J. Piccone-Zocchia (21 hours).

All documentation of training and development activities will be kept on file.

Upon gathering ample documentation that evaluators and lead evaluators have been properly trained, the Superintendent will make the recommendation for the Board of Education to certify each evaluator to conduct evaluations. The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for all evaluators to be recertified each year.

The APPR plan calls for only the superintendent to serve as lead evaluator. Issues related to inter-rater reliability are non-applicable.

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 Thursday, May 03, 2012

Updated Friday, January 04, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

assets/survey-uploads/5581/124501-3Uqgn5g9Iu/signed_certification_1.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.

**20 Point HEDI Scale
for SLO Measures of Student Achievement**

0 – 2 Points		3 – 8 Points		9 – 17 Points		18 – 20 Points	
0 – 40% Students at Target		41 – 60% Students at Target		61 – 80% Students at Target		81 – 100% Students at Target	
INEFFECTIVE Results are well below district/content area goals.		DEVELOPING Results are below district/content area goals.		EFFECTIVE Results meet district/content area goals.		HIGHLY EFFECTIVE Results exceed district/content area goals.	
0	≤14%	3	41 – 45%	9	61 – 63%	18	81 – 85%
1	15 – 21%	4	46 – 48%	10	64 – 66%	19	86 – 90%
2	22 - 40%	5	49 – 51%	11	67- 68%	20	>90%
		6	52 – 54%	12	69-70%		
		7	55 – 57%	13	71 – 72%		
		8	58 - 60%	14	73 – 74%		
				15	75 – 76%		
				16	77 – 78%		
				17	79 – 80%		

Process for Setting Targets:

- Gowanda CSD has adopted generic growth expectations for all grades and subjects with the bar set at **80%** for the percent of students who must meet their SLO targets in order for the principal to receive the maximum number of points within the Effective range.
- Principals will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their SLO target score (see chart below).
- 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 will develop SLOs assessment 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. In these cases, the principals will collect baseline data in the fall of 2012 using a pre-assessment. Principals will write individual SLO's based on the class results on the pre-assessment. The pre-assessment is district-developed, based on the New York State Learning Standards and parallel to the summative assessment identified in the APPR plan/Review Room that will be used to measure growth.
- The district has established a process whereby each principal will develop a chart that has each student listed along with the pre-assessment score. Principals are also allowed to use baseline information such as the previous year's benchmark and historical data to develop a rationale to set individual targets for students
- Principals will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target.

- Principals with more than one growth measure will have their SLO's weighted proportionately based on the number of students included in all SLO's. This will provide for one overall 20 point growth component score. See example below.

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

**Principals' 15 Point HEDI Scale (Value - added)
for Local Measures of Student Achievement**

0 - 2 Points		3 - 7 Points		8 - 13 Points		14 - 15 Points	
0 - 40% Students at Target		41 - 60% Students at Target		61 - 80% Students at Target		81 - 100% Students at Target	
INEFFECTIVE Results are well below district/content area goals.		DEVELOPING Results are below district/content area goals.		EFFECTIVE Results meet district/content area goals.		HIGHLY EFFECTIVE Results exceed district/content area goals.	
0	≤ 14%	3	41 - 44%	8	61 - 63%	14	81 - 90%
1	15 - 21%	4	45 - 48%	9	64 - 65%	15	> 90%
2	22 - 40%	5	49 - 53%	10	66 - 68%		
		6	54 - 57%	11	69 - 73%		
		7	58 - 60%	12	74 - 77%		
				13	78 - 80%		

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for Local Measures of Student Achievement**

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0 - 40% Students at Target		41 - 60% Students at Target		61 - 80% Students at Target		81 - 100% Students at Target	
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		6	52 - 54%	12	69-70%		
		7	55 - 57%	13	71 - 72%		
		8	58 - 60%	14	73 - 74%		
				15	75 - 76%		
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- Principals will receive a point total from 0-15 and 0-20 points respectively, according to the percentage of their students who meet or exceed their achievement target score (see chart below).
- Principals will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student’s attainment of target.
- Principals with more than one achievement measure will have their results weighted proportionately based on the number of students included in measures. This will provide for one overall 15 or 20 point growth component score. See example below.

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

**GOWANDA CENTRAL SCHOOL DISTRICT
PROMOTION AND RETENTION POLICY #4750**

It is essential that each child experience both challenge and success from school activities. Grade placement should enhance this possibility. The concept of grade placement is based on the premise that each teacher will provide appropriate experiences for children at particular stages of physical, emotional and academic growth. District curriculum guides indicate goals for achievement by the “average” student at each grade level. However, academic growth, like physical growth, does not take place at the same pace or time for all individuals. Certain students may achieve mastery in a shorter period, while others need additional time. Promotion and retention are methods of meeting the needs of such children.

Gowanda High School

Promotion 9th Grade to Graduation: In the Gowanda High School students must earn the following credits in order to be promoted to the next grade:

Grade 9 to be promoted to 10th grade must earn five (5) units of credit.

Grade 10 to be promoted to 11th must have accumulated a total of eleven (11) units credit.

Grade 11 to be promoted to 12th must have accumulated a total of sixteen and a half units of credit.

Grade 12 to graduate must have accumulated 22 units of credit.

Special Education Grade Placement: Students with disabilities may receive homeroom placement through the Committee on Special Education. However, students with disabilities who are placed in the next homeroom but do not accumulate the necessary credits outlined above may not be granted all of the privileges assigned to students in that homeroom. An appeals process will be established by the building principal to determine the extent of the privileges afforded to such students.

Local Diploma or Regents Diploma: Students must adhere to the New York State and local graduation requirements in effect at the time. Additional information can be found in the Regulation that accompanies this policy.

Moving to the Next Grade at the End of August: If a student attends summer school and earns credits, he/she may move to the next grade at the start of school provided he/she earned enough credits.

Moving to the Next Grade in January: If a student does not earn enough credits to move to the next grade in June or August, he/she may move to the next grade in January provided he/she has earned enough credit(s) by that time.

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for Local Measures of Student Achievement**

0 - 2 Points		3 - 7 Points		8 - 13 Points		14 - 15 Points	
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Gowanda Central School District
Multiple Measures Summary Evaluation

Principal's Name: _____ School Year: _____
Date of Observation/Meeting: _____ Type of Observation: _____

Rating Instructions: Depending upon the rating provided by the evaluator, s/he would enter a 1 if the rating is ineffective in the "ineffective" column, a 2 in the developing column if the rating is developing, etc.

Domain 1.0 Resilience						
	Ineffective	Developing	Effective	Highly Effective	Component Score	
1.1 Constructive Reactions					0	
1.2 Willingness to Admit Errors					0	
1.3 Disagreement					0	
1.4 Dissent					0	
1.5 Improvement of Specific Performance Areas					0	
Domain 1.0: Resiliency Average Score						

Domain 2.0: Personal Behavior and Professional Ethics						
	Ineffective	Developing	Effective	Highly Effective	Component Score	
2.1 Creating an environment of respect and rapport					0	
2.2 Emotional Self-Control					0	
2.3 Ethical and Legal Compliance with Employees					0	
2.4 Tolerance					0	
2.5 Respect					0	
Domain 2.0: Personal Behavior and Professional Ethics Average Score						

Domain 3.0: Student Achievement						
	Ineffective	Developing	Effective	Highly Effective	Component Score	
3.1 Planning and Goal Setting					0	
3.2 Student Achievement Results					0	

Gowanda Central School District
Multiple Measures Summary Evaluation

3.3 Instructional Leadership Decisions					0	
3.4 Student Requirements and Academic Standards					0	
3.5 Student Performance					0	
Domain 3: Student Achievement Average Score						

Domain 4.0: Decision-Making						
	Ineffective	Developing	Effective	Highly Effective	Component Score	
4.1 Factual Basis for Decisions					0	
4.2 Decision-Making Structure					0	
4.3 Decisions Linked to Vision					0	
4.4 Decisions Evaluated for Effectiveness					0	
Domain 4: Decision-Making Average Score						

Domain 5.0: Communication						
	Ineffective	Developing	Effective	Highly Effective	Component Score	
5.1 Two-Way Communication with Students					0	
5.2 Two-Way Communication with Faculty & Staff					0	
5.3 Two-Way Communication with Parents & Community					0	
5.4 Analysis of Input and Feedback					0	
Domain 5.0: Communication Average Score						0.00

Domain 6.0: Faculty Development						
	Ineffective	Developing	Effective	Highly Effective	Component Score	
6.1 Faculty Proficiencies and Needs					0	
6.2 Professional Development					0	
6.3 Formal and Informal Feedback					0	

Gowanda Central School District
Multiple Measures Summary Evaluation

6.4 Modeling Coaching and Mentoring					0	
6.5 Recruitment and Hiring of Faculty					0	
Domain 6.0: Faculty Development Average Score						
Domain 7.0: Leadership Development						
	Ineffective	Developing	Effective	Highly Effective	Component Score	
7.1 Mentoring Emerging Leaders					0	
7.2 Identification of Potentially Future Leaders					0	
7.3 Delegation and Trust					0	
Domain 7.0: Leadership Development Average Score						
Domain 8.0: Time/Task/Project Management						
	Ineffective	Developing	Effective	Highly Effective	Component Score	
8.1 Organization of Time and Projects					0	
8.2 Fiscal Stewardship					0	
8.3 Project Objectives and Plans					0	
Domain 8.0: Time/Task/Project Management Average Score						
Domain 9.0: Technology						
	Ineffective	Developing	Effective	Highly Effective	Component Score	
9.1 Use of Technology to Improve Teaching & Learning					0	
9.2 Personal Proficiency in Electronic Communications					0	
Domain 9.0: Technology Average Score						0.00
Domain 10.0: Personal Professional Learning						
	Ineffective	Developing	Effective	Highly Effective	Component Score	
10.1 Personal Understanding of Research Trends					0	

Gowanda Central School District
Multiple Measures Summary Evaluation

10.2 Personal Professional Focus					0
10.3 Professional Development Focus					0
10.4 Application of Learning					0
Domain 10.0: Personal Professional Learning Score					0.00
TOTAL Earned Average Score for All Elements					0.00
TOTAL Earned Converted Score for All Elements					#N/A

HEDI Effectiveness Scale	ineffective	developing	effective	highly effective
District Scoring Band	0-48	49-50	50.7-54.2	54.9-60
District Conversion Scale	0-1.399	1.4-1.5	1.6-2.1	2.2-4.0

Your Effectiveness Rating	Ineffective
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Gowanda Central School District
Multiple Measures Summary Evaluation

Overall Composite Score Matrix

This matrix is intended to show how the state assigned scores for Student Growth/ Student Learning Objectives and Local Measures of student achievement are combined with the locally negotiated 60 points assigned to arrive at the Overall Composite Effectiveness Score and rating that is to be reported to the New York State Education Department, as per current regulations. See also **Appendix F**.

OVERALL COMPOSITE SCORING MATRIX												
Effectiveness Rating	Student Growth/ Student Learning Objectives 20%		Local Measures of Student Achievement 20%		Local 60 Points (Negotiated) 60%						Overall Composite Effectiveness Score	
					Classroom Observations				Structured Review of Artifacts			
							Professional Goals	Self-Reflection (Domain 4a)	Application of Professional Staff Development	Domain 4 Professional Development (Subcomponents 4b – 4f)		
					38	6	2	4	10			
	State Range	Assigned Score	State Range	Assigned Score	Negotiated Ranges	Assigned Score	Assigned Score	Assigned Score	Assigned Score	Assigned Score		State Range
Highly Effective	18 – 20		18 – 20		38					91 - 100		
Effective	9 - 17		9 - 17		36 - 37					75 – 90		
Developing	3 - 8		3 - 8		32 - 35					65 – 74		
Ineffective	0 - 2		0 - 2		0 - 31					0 - 64		

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for SLO Measures of Student Achievement**

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- Teachers will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their SLO target score (see chart below).
- Teachers of 3rd grade, 6-8 SS and Science, LOTE proficiency and teachers of Regents courses will collect baseline data in the fall of 2012 using a pre-assessment. Teachers will write individual SLO's based on their individual class results on the pre-assessment. The pre-assessment is district-developed, based on the New York State Learning Standards and parallel to the summative assessment identified in the APPR plan/Review Room that will be used to measure growth.
- The district has established a process whereby each teacher will develop a chart that has each student listed along with the pre-assessment score. Teachers are also allowed to use baseline information such as the previous year's benchmark and historical data to develop a rationale to set individual targets for students
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Overall Growth Score = 14 points		

**Teachers' 15 Point HEDI Scale (Value - added)
for Local Measures of Student Achievement**

0 - 2 Points		3 - 7 Points		8 - 13 Points		14 - 15 Points	
0 - 40% Students at Target		41 - 60% Students at Target		61 - 80% Students at Target		81 - 100% Students at Target	
INEFFECTIVE Results are well below district/content area goals.		DEVELOPING Results are below district/content area goals.		EFFECTIVE Results meet district/content area goals.		HIGHLY EFFECTIVE Results exceed district/content area goals.	
0	≤ 14%	3	41 - 44%	8	61 - 63%	14	81 - 90%
1	15 - 21%	4	45 - 48%	9	64 - 65%	15	> 90%
2	22 - 40%	5	49 - 53%	10	66 - 68%		
		6	54 - 57%	11	69 - 73%		
		7	58 - 60%	12	74 - 77%		
				13	78 - 80%		

**Teachers' 20 Point HEDI Scale
for Local Measures of Student Achievement**

0 - 2 Points		3 - 8 Points		9 - 17 Points		18 - 20 Points	
0 - 40% Students at Target		41 - 60% Students at Target		61 - 80% Students at Target		81 - 100% Students at Target	
INEFFECTIVE Results are well below district/content area goals.		DEVELOPING Results are below district/content area goals.		EFFECTIVE Results meet district/content area goals.		HIGHLY EFFECTIVE Results exceed district/content area goals.	
0	≤14%	3	41 - 45%	9	61 - 63%	18	81 - 85%
1	15 - 21%	4	46 - 48%	10	64 - 66%	19	86 - 90%
2	22 - 40%	5	49 - 51%	11	67 - 68%	20	>90%
		6	52 - 54%	12	69 - 70%		
		7	55 - 57%	13	71 - 72%		
		8	58 - 60%	14	73 - 74%		
				15	75 - 76%		
				16	77 - 78%		
				17	79 - 80%		

Process for Setting Targets:

- Gowanda CSD has adopted generic achievement expectations for all grades and subjects with the bar set at **80%** for the percent of students who must meet their local achievement targets in order for the teacher to receive the maximum number of points within the Effective range.
- Teachers will receive a point total from 0-15 or 0-20 points respectively, according to the percentage of their students who meet or exceed their achievement target score (see chart below).
- Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target.
- Teachers with more than one achievement measure will have their results weighted proportionately based on the number of students included in all measures. This will provide for one overall 15 or 20 point achievement component score. See example below.

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

**Teachers' 15 Point HEDI Scale (Value - added)
for Local Measures of Student Achievement**

0 - 2 Points		3 - 7 Points		8 - 13 Points		14 - 15 Points	
0 - 40% Students at Target		41 - 60% Students at Target		61 - 80% Students at Target		81 - 100% Students at Target	
INEFFECTIVE Results are well below district/content area goals.		DEVELOPING Results are below district/content area goals.		EFFECTIVE Results meet district/content area goals.		HIGHLY EFFECTIVE Results exceed district/content area goals.	
0	≤ 14%	3	41 - 44%	8	61 - 63%	14	81 - 90%
1	15 - 21%	4	45 - 48%	9	64 - 65%	15	> 90%
2	22 - 40%	5	49 - 53%	10	66 - 68%		
		6	54 - 57%	11	69 - 73%		
		7	58 - 60%	12	74 - 77%		
				13	78 - 80%		

**Teachers' 20 Point HEDI Scale
for Local Measures of Student Achievement**

0 - 2 Points		3 - 8 Points		9 - 17 Points		18 - 20 Points	
0 - 40% Students at Target		41 - 60% Students at Target		61 - 80% Students at Target		81 - 100% Students at Target	
INEFFECTIVE Results are well below district/content area goals.		DEVELOPING Results are below district/content area goals.		EFFECTIVE Results meet district/content area goals.		HIGHLY EFFECTIVE Results exceed district/content area goals.	
0	≤14%	3	41 - 45%	9	61 - 63%	18	81 - 85%
1	15 - 21%	4	46 - 48%	10	64 - 66%	19	86 - 90%
2	22 - 40%	5	49 - 51%	11	67 - 68%	20	>90%
		6	52 - 54%	12	69 - 70%		
		7	55 - 57%	13	71 - 72%		
		8	58 - 60%	14	73 - 74%		
				15	75 - 76%		
				16	77 - 78%		
				17	79 - 80%		

Process for Setting Targets:

- Gowanda CSD has adopted generic achievement expectations for all grades and subjects with the bar set at **80%** of students who must meet their local achievement targets in order for the teacher to receive the maximum number of points within the Effective range.
- Teachers will receive a point total from 0-15 or 0-20 points respectively, according to the percentage of their students who meet or exceed their achievement target score (see chart below).
- Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target.
- Teachers with more than one achievement measure will have their results weighted proportionately based on the number of students included in all measures used. This will provide for one overall 15 or 20 point achievement component score. See example below.

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

**Gowanda Central School District
Teacher Improvement Plan (TIP)
2012-2013 School Year**

The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “Developing” or “Ineffective” in accordance with Education Law 3012-c. The evaluator and teacher will collaboratively determine the strategies to be undertaken to correct the deficiencies and help return the teacher’s performance to achieve a higher HEDI rating.

Teacher _____ Grade/Subject _____
 Evaluator _____ Date _____
 Teachers’ Association Representative _____ (if present)

List the area(s) needing improvement. If there is more than one (maximum of 3), indicate the priority order for addressing each:

Priority	Area Needing Improvement	Performance Goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve a higher HEDI rating.

Describe the professional development opportunities, materials, resources and supports the District will make available as described in the current APPR plan.

The teacher, evaluator and the Association representative (if requested by the teacher) shall meet _____ to assess the effectiveness and appropriateness 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.

Evaluator's Signature _____ Date _____

Teacher's Signature _____ Date _____

GTA Representative's Signature _____ Date _____

For each meeting held, complete comment section below.

Meeting Date _____

Evaluator's Comments:

Teacher's Comments:

Meeting Date _____

Evaluator's Comments:

Teacher's Comments:

Meeting Date _____

Evaluator's Comments:

Teacher's Comments:

Recommendation for Results of TIP

- O The teacher has met the performance goals identified through the TIP.
- O The teacher has not met the performance goals. A new TIP will be developed.

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

GTA Representative's Signature _____

Date _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with his/her evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within ten (10) school days after having received a signed copy of the "**Recommendation for Results of TIP,**" which may be considered during the negotiated appeals process.

**Gowanda Central School District
Principal Improvement Plan Process**

Upon receiving a composite rating as ineffective or developing, a principal's improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than fifteen (15) business days after the start of a school year or after receiving the composite score. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to achieve goal at the District's expense.
6. A formative evaluation process consisting of meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback by the lead evaluator on progress shall be given within ten (10) business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment submitted by April 15th delineating progress made with an opportunity for comments by the principal.

**Gowanda Central School District
Principal Improvement Plan**

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the "ineffective" or "developing" performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than ~~10 days after the identified completion date~~ April 15th of each year. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

Principal Appeal Process

CHALLENGES IN AN APPEAL:

Appeals are limited to those identified by Education Law §3012-c, as follows:

1. The substance of the annual professional performance review;
2. The school district's adherence to the standards and methodologies required for such reviews;
3. The adherence to Commissioner's Regulations, applicable to such reviews;
4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans;
5. The school district's issuance and/or implementation of the terms of the principal improvement plan.

RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews may be brought for ineffective, or developing ~~or any rating tied to compensation~~. An appeal may only be initiated once a principal receives the overall composite score and rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL:

A principal may not file multiple appeals regarding the same performance review. The issuance of an Improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

BURDEN OF PROOF:

The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

TIME FRAME FOR FILING APPEAL:

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the superintendent upon written request.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal. ..

TIME FRAME FOR DISTRICT RESPONSE:

Within ~~five (5)~~ ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written, materials relevant to the point(s) of disagreement that support the district's response. All such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

DECISION PROCESS FOR APPEAL:

Within five (5) business days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.

The parties agree that:

1. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.
2. The hearing shall be conducted in no more than one (1) business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
3. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.
4. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date.
- ~~5. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.~~ All hearings will be closed to the public.
6. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

DECISION:

A written decision on the merits of the appeal shall be rendered by the hearing officer no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. ~~The reviewer~~ hearing officer must either; ~~affirm, set aside or modify a district's rating or improvement plan.~~

1. Affirm the rating or improvement plan, thus denying the appeal.
2. Uphold the appeal, thus requiring the hearing officer to modify the District's rating or improvement plan.

A copy of the decision shall be provided to the principal and the district representative.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE:

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures or arbitration for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

OTHER:

- ~~1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers shall mutually agree to the hearing officer.~~
- ~~2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.~~
3. The district and unit agree that hearing officers shall be paid no more than \$ _ for the hearing date, analysis of documents, and production of the decision. This initial cost shall be the responsibility of the district and the bargaining unit. In the event the appeal is sustained by the hearing officer, the District shall then be responsible for reimbursing the GAA for its share of the costs associated with the hearing officer.
4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's' personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Charles J. Bielew 12-21-12

Teachers Union President Signature: Date:

John L. Pendo 12-21-12

Administrative Union President Signature: Date: 12-21-12

Jean R. Stoker

Board of Education President Signature: Date:

wh 12-21-12