



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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December 3, 2012

Paul Berry, Superintendent
Hadley-Luzerne Central School District
P.O. Box 200
Lake Luzerne, NY 12846

Dear Superintendent Berry:

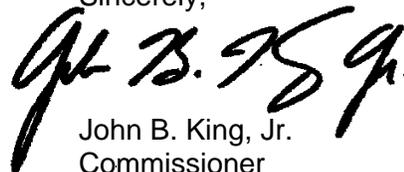
Congratulations. I am pleased to inform you that your multi-year (2012-2014) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: James P. Dexter

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 Tuesday, July 31, 2012

Updated Monday, November 26, 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 : 630801040000

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

630801040000

1.2) School District Name: HADLEY-LUZERNE CSD

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

HADLEY-LUZERNE 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.

(No response)

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.

2012-2014

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

Created Tuesday, July 31, 2012

Updated Tuesday, November 27, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses 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	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each fall, classroom teachers at these grade levels will administer a pre-assessment to their students. The intent of this pre-assessment is to develop baseline data. Where available, this pre-assessment will be combined with other available data such as AimsWeb scores, past year's results on locally developed or BOCES developed post assessments. Once a baseline is determined, teachers will form student growth targets for each student. During the course of the school year, classroom assessments will be given to measure each students progress. At the end of the school year, a post-assessment will be administered. The post-assessment will be the state assessment in ELA in grade 3. The post-assessment in grades K-2 will be a WSWHE BOCES developed grade level ELA assessment. Our district goal is for 80% of our students to achieve their target. A HEDI conversion chart will be used to award points to teachers based upon the percentage of students that meet their growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86%-100% of students meet the target. 18 points will be awarded if 86-91% of students acheive their target; 19 points will be awarded if 92-96% of students achieve their target; 20 points will be awarded if 97-100 percent of students achieve their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65%-85% of students meet the target. 17 points will be awarded if 83-85% of students achieve their target; 16 points will be awarded if 79-82% of students achieve their target; 15 points-77-78%; 14 points-75-76%; 13 points-73-74%; 12 points-71-72%; 11 points-69-70%; 10 points-67-68%; 9 points-65-66%;
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	33%-64% of students meet the target. Points will be awarded in the following manner: 8 points-59-64%; 7 points-53-58%; 6 points-47-52%; 5 points-42-46%; 4 points-37-41%; 3 points-33-36%.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0%-32% of students meet the target. Points will be awarded in the following manner: 2 points-24-32%; 1 points-12-23%; 0 points-0-11%;

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed Grade 2 Math Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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>Each fall, classroom teachers at these grade levels will administer a pre-assessment to their students. The intent of this pre-assessment is to develop baseline data. Where available, this pre-assessment will be combined with other available data such as past year's results on locally developed or BOCES developed post assessments. Once a baseline is determined, teachers will form student growth targets for each student. During the course of the school year, classroom assessments will be given to measure each student's progress. At the end of the school year, a post-assessment will be administered. The post-assessment will be the state assessment in Math in grade 3. The post-assessment in grades K-2 will be a WSWHE BOCES developed grade level Math assessment. Our district goal is for 80% of our students to achieve their target. A HEDI conversion chart will be used to award points to teachers based upon the percentage of students that meet their growth target.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>86%-100% of students meet the target. 18 points will be awarded if 86-91% of students achieve their target; 19 points will be awarded if 92-96% of students achieve their target; 20 points will be awarded if 97-100 percent of students achieve their target.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>65%-85% of students meet the target. 17 points will be awarded if 83-85% of students achieve their target; 16 points will be awarded if 79-82% of students achieve their target; 15 points-77-78%; 14 points-75-76%; 13 points-73-74%; 12 points-71-72%; 11 points-69-70%; 10 points-67-68%; 9 points-65-66%;</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>33%-64% of students meet the target. Points will be awarded in the following manner: 8 points-59-64%; 7 points-53-58%; 6 points-47-52%; 5 points-42-46%; 4 points-37-41%; 3 points-33-36%.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>0%-32% of students meet the target. Points will be awarded in the following manner: 2 points-24-32%; 1 points-12-23%; 0 points-0-11%;</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	District, regional or BOCES-developed assessment	Hadley-Luzerne CSD Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Hadley-Luzerne CSD Developed Grade 7 Science Assessment
	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.

Our expectation is that more than 80% of students will meet the target. Each fall, classroom teachers at these grade levels will administer a pre-assessment to their students. The intent of this pre-assessment is to develop baseline data. Where available, this pre-assessment will be combined with other available data such as past year's results on locally developed or BOCES developed post assessments. Once a baseline is determined, teachers will form student growth targets for each student. During the course of the school year, classroom assessments will be given to measure each student's progress. At the end of the school year, a post-assessment will be administered. The post-assessment will be the state assessment in Science in grade 8. The post-assessment in grades 6-7 will be a Hadley-Luzerne CSD developed grade level Science assessment. Our district goal is for 80% of our students to achieve their target. A HEDI conversion chart will be used to award points to teachers based upon the percentage of students that meet their achievement target.

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

86%-100% of students meet the target. 18 points will be awarded if 86-91% of students achieve their target; 19 points will be awarded if 92-96% of students achieve their target; 20 points will be awarded if 97-100 percent of students achieve their target.

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

65%-85% of students meet the target. 17 points will be awarded if 83-85% of students achieve their target; 16 points will be awarded if 79-82% of students achieve their target; 15 points-77-78%; 14 points-75-76%; 13 points-73-74%; 12 points-71-72%; 11 points-69-70%; 10 points-67-68%; 9 points-65-66%;

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

33%-64% of students meet the target. Points will be awarded in the following manner: 8 points-59-64%; 7 points-53-58%; 6 points-47-52%; 5 points-42-46%; 4 points-37-41%; 3 points-33-36%.

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

0%-32% of students meet the target. Points will be awarded in the following manner: 2 points-24-32%; 1 points-12-23%; 0 points-0-11%;

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Hadley-Luzerne CSD Developed Grade 6 Social Studies Assessment

7	District, regional or BOCES-developed assessment	Hadley-Luzerne CSD Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Hadley-Luzerne CSD Developed Grade 8 Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Our expectation is that more than 80% of students will meet the target. Each fall, classroom teachers at these grade levels will administer a pre-assessment to their students. The intent of this pre-assessment is to develop baseline data. Where available, this pre-assessment will be combined with other available data such as past year's results on locally developed or BOCES developed post assessments. Once a baseline is determined, teachers will form student growth targets for each student. During the course of the school year, classroom assessments will be given to measure each student's progress. At the end of the school year, a post-assessment will be administered. The post-assessment in grades 6-8 will be a Hadley-Luzerne CSD developed grade level Social Studies assessment. Our district goal is for 80% of our students to achieve their target. A HEDI conversion chart will be used to award points to teachers based upon the percentage of students that meet their growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86%-100% of students meet the target. 18 points will be awarded if 86-91% of students achieve their target; 19 points will be awarded if 92-96% of students achieve their target; 20 points will be awarded if 97-100 percent of students achieve their target.
Effective (9 - 17 points) Results meet District goals for similar students.	65%-85% of students meet the target. 17 points will be awarded if 83-85% of students achieve their target; 16 points will be awarded if 79-82% of students achieve their target; 15 points-77-78%; 14 points-75-76%; 13 points-73-74%; 12 points-71-72%; 11 points-69-70%; 10 points-67-68%; 9 points-65-66%;
Developing (3 - 8 points) Results are below District goals for similar students.	33%-64% of students meet the target. Points will be awarded in the following manner: 8 points-59-64%; 7 points-53-58%; 6 points-47-52%; 5 points-42-46%; 4 points-37-41%; 3 points-33-36%.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-32% of students meet the target. Points will be awarded in the following manner: 2 points-24-32%; 1 points-12-23%; 0 points-0-11%;

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Hadley-Luzerne CSD Developed Global Studies 1 Assessment District-developed Global 1 Social Studies 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.	Our expectation is that more than 80% of students will meet the target. Each fall, classroom teachers at these grade levels will administer a pre-assessment to their students. The intent of this pre-assessment is to develop baseline data. Where available, this pre-assessment will be combined with other available data such as past year's results on locally developed or BOCES developed post assessments. Once a baseline is determined, teachers will form student growth targets for each student. During the course of the school year, classroom assessments will be given to measure each students progress. At the end of the school year, a post-assessment will be administered. The post-assessment for Global 1 will be a Hadley-Luzerne CSD developed grade level Global 1 assessment. Students taking Global 2 and American History will take the New York State Regents exams as their post-assessment. Our district goal is for 80% of our students to achieve their target. A HEDI conversion chart will be used to award points to teachers based upon the percentage of students that meet their growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86%-100% of students meet the target. 18 points will be awarded if 86-91% of students acheive their target; 19 points will be awarded if 92-96% of students achieve their target; 20 points will be awarded if 97-100 percent of students achieve their target.
Effective (9 - 17 points) Results meet District goals for similar students.	65%-85% of students meet the target. 17 points will be awarded if 83-85% of students achieve their target; 16 points will be awarded if 79-82% of students achieve their target; 15 points-77-78%; 14 points-75-76%; 13 points-73-74%; 12 points-71-72%; 11 points-69-70%; 10 points-67-68%; 9 points-65-66%;
Developing (3 - 8 points) Results are below District goals for similar students.	33%-64% of students meet the target. Points will be awarded in the following manner: 8 points-59-64%; 7 points-53-58%; 6 points-47-52%; 5 points-42-46%; 4 points-37-41%; 3 points-33-36%.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-32% of students meet the target. Points will be awarded in the following manner: 2 points-24-32%; 1 points-12-23%; 0 points-0-11%;

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.	Our expectation is that more than 80% of students will meet the target. Each fall, classroom teachers at these grade levels will administer a pre-assessment to their students. The intent of this pre-assessment is to develop baseline data. Where available, this pre-assessment will be combined with other available data such as past year's results on locally developed or BOCES developed post assessments. Once a baseline is determined, teachers will form student growth targets for each student. During the course of the school year, classroom assessments will be given to measure each students progress. At the end of the school year, a post-assessment will be administered. In each science course (Living Environment, Earth Science, Chemistry an Physics) students will take the New York State Regents exam as the post-assessment. Our district goal is for 80% of our students to achieve their target. A HEDI conversion chart will be used to award points to teachers based upon the percentage of students that meet their growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86%-100% of students meet the target. 18 points will be awarded if 86-91% of students acheive their target; 19 points will be awarded if 92-96% of students achieve their target; 20 points will be awarded if 97-100 percent of students achieve their target..
Effective (9 - 17 points) Results meet District goals for similar students.	65%-85% of students meet the target. 17 points will be awarded if 83-85% of students achieve their target; 16 points will be awarded if 79-82% of students achieve their target; 15 points-77-78%; 14 points-75-76%; 13 points-73-74%; 12 points-71-72%; 11 points-69-70%; 10 points-67-68%; 9 points-65-66%;
Developing (3 - 8 points) Results are below District goals for similar students.	33%-64% of students meet the target. Points will be awarded in the following manner: 8 points-59-64%; 7 points-53-58%; 6 points-47-52%; 5 points-42-46%; 4 points-37-41%; 3 points-33-36%.

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

0%-32% of students meet the target. Points will be awarded in the following manner: 2 points-24-32%; 1 points-12-23%; 0 points-0-11%;

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.

Each fall, classroom teachers at these grade levels will administer a pre-assessment to their students. The intent of this pre-assessment is to develop baseline data. Where available, this pre-assessment will be combined with other available data such as past year's results on NYS Regents exams, locally developed or BOCES developed post assessments. Once a baseline is determined, teachers will form student growth targets for each student. During the course of the school year, classroom assessments will be given to measure each students progress. At the end of the school year, a post-assessment will be administered. In each math course (Algebra 1, Geometry, and Algebra 2) students will take the New York State Regents exam as the post-assessment. Our district goal is for 80% of our students to achieve their target. A HEDI conversion chart will be used to award points to teachers based upon the percentage of students that meet their growth target.

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

86%-100% of students meet the target. 18 points will be awarded if 86-91% of students acheive their target; 19 points will be awarded if 92-96% of students achieve their target; 20 points will be awarded if 97-100 percent of students achieve their target..

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

65%-85% of students meet the target. 17 points will be awarded if 83-85% of students achieve their target; 16 points will be awarded if 79-82% of students achieve their target; 15 points-77-78%; 14 points-75-76%; 13 points-73-74%; 12 points-71-72%; 11 points-69-70%; 10 points-67-68%; 9 points-65-66%;

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

33%-64% of students meet the target. Points will be awarded in the following manner: 8 points-59-64%; 7 points-53-58%; 6 points-47-52%; 5 points-42-46%; 4

points-37-41%; 3 points-33-36%.

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

0%-32% of students meet the target. Points will be awarded in the following manner: 2 points-24-32%; 1 points-12-23%; 0 points-0-11%;

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	WSWHE BOCES Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	WSWHE BOCES Developed Grade 9 ELA Assessment
Grade 11 ELA	Regents assessment	NYS ELA Regents Assessment

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

Each fall, classroom teachers at these grade levels will administer a pre-assessment to their students. The intent of this pre-assessment is to develop baseline data. Where available, this pre-assessment will be combined with other available data such as past year's results on NYS Regents exams, locally developed or BOCES developed post assessments. Once a baseline is determined, teachers will form student growth targets for each student. During the course of the school year, classroom assessments will be given to measure each students progress. At the end of the school year, a post-assessment will be administered. In each ELA course (English 9 and English 10) students will take a WSWHE BOCES developed assessment as the post-assessment. Students enrolled in English 11 will take the NYS ELA Regents Assessment. Our district goal is for 80% of our students to achieve their target. A HEDI conversion chart will be used to award points to teachers based upon the percentage of students that meet their growth target.

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

86%-100% of students meet the target. 18 points will be awarded if 86-91% of students acheive their target; 19 points will be awarded if 92-96% of students achieve their target; 20 points will be awarded if 97-100 percent of students achieve their target..

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

65%-85% of students meet the target. 17 points will be awarded if 83-85% of students achieve their target; 16 points will be awarded if 79-82% of students achieve their target; 15 points-77-78%; 14 points-75-76%; 13

	students achieve their target..
Effective (9 - 17 points) Results meet District goals for similar students.	65%-85% of students meet the target. 17 points will be awarded if 83-85% of students achieve their target; 16 points will be awarded if 79-82% of students achieve their target; 15 points-77-78%; 14 points-75-76%; 13 points-73-74%; 12 points-71-72%; 11 points-69-70%; 10 points-67-68%; 9 points-65-66%;
Developing (3 - 8 points) Results are below District goals for similar students.	33%-64% of students meet the target. Points will be awarded in the following manner: 8 points-59-64%; 7 points-53-58%; 6 points-47-52%; 5 points-42-46%; 4 points-37-41%; 3 points-33-36%.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-32% of students meet the target. Points will be awarded in the following manner: 2 points-24-32%; 1 points-12-23%; 0 points-0-11%;

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/5364/157151-TXEttx9bQW/2.11 Hadley Luzerne HEDI Conversion Chart.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 Wednesday, August 01, 2012

Updated Tuesday, November 27, 2012

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	3) Teacher specific achievement or growth score computed locally	NYSTP Grade 4 ELA Assessment
5	3) Teacher specific achievement or growth score computed locally	NYSTP Grade 5 ELA Assessment
6	3) Teacher specific achievement or growth score computed locally	NYSTP Grade 6 ELA Assessment

7	3) Teacher specific achievement or growth score computed locally	NYSTP Grade 7 ELA Assessment
8	3) Teacher specific achievement or growth score computed locally	NYSTP Grade 8 ELA Assessment

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

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

<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>At the beginning of each school year, students will take a pre-assessment. Pre-assessment data will be combined with other available data on the students (for example, previous year's summative assessment performance, AimsWeb summative data from the previous year, or previous NYS Assessment data) to create a baseline. Teachers will identify an achievement target for each student.</p> <p>All staff will be required to identify a percentage of all their students or a subgroup of students (Students with disabilities or impoverished students) in accordance with the acceptable subgroup populations as defined by the New York State Commissioner of Education, to achieve proficiency on a district or a WSWHE BOCES Developed comparable Assessment for their subject/grade level, or a New York State Assessment.</p> <p>After the teacher has completed the Local Achievement template (LAT), the teacher will conference with their principal and review the LAT for approval. Using a decision making chart and verified class rosters, the teacher and principal will agree upon a target. Based upon the decision, an applicable HEDI chart will be used to assign points.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables

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	3) Teacher specific achievement or growth score computed locally	NYSTP Grade 4 Math Assessment
5	3) Teacher specific achievement or growth score computed locally	NYSTP Grade 5 Math Assessment
6	3) Teacher specific achievement or growth score computed locally	NYSTP Grade 6 Math Assessment
7	3) Teacher specific achievement or growth score computed locally	NYSTP Grade 7 Math Assessment
8	3) Teacher specific achievement or growth score computed locally	NYSTP Grade 8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	At the beginning of each school year, students will take a pre-assessment. Pre-assessment data will be combined with other available data on the students (for example, previous year's summative assessment performance, AimsWeb summative data from the previous year, or previous NYS Assessment data) to create a baseline. Teachers will identify an achievement target for each student.
	All staff will be required to identify a percentage of all their students or a subgroup of students (Students with disabilities or impoverished students) in accordance with the acceptable subgroup populations as defined by the New York State Commissioner of Education, to achieve proficiency on a district or a WSWHE BOCES Developed comparable Assessment for their subject/grade level, or a New York State Assessment.
	After the teacher has completed the Local Achievement template (LAT), the teacher will conference with their principal and review the LAT for approval. Using a decision making chart and verified class rosters, the teacher and principal will agree upon a target. Based upon the decision, an applicable HEDI chart will be used to assign points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables

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

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/5139/157536-rhJdBgDruP/3.1 3.2 Local HEDI Scale conversion chart based upon HLCS APPR Percentage Ranges Resub_1.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	5) District, regional, or BOCES–developed assessments	WSWHE BOCES developed Grade K ELA Assessment
1	5) District, regional, or BOCES–developed assessments	WSWHE BOCES developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	WSWHE BOCES developed Grade 2 ELA Assessment
3	3) Teacher specific achievement or growth score computed locally	NYSTP Grade 3 ELA Assessment

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

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

<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>At the beginning of each school year, students will take a pre-assessment. Pre-assessment data will be combined with other available data on the students (for example, previous year’s summative assessment performance, AimsWeb summative data from the previous year, or previous NYS Assessment data) to create a baseline. Teachers will identify an achievement target for each student.</p> <p>All staff will be required to identify a percentage of all their students or a subgroup of students (Students with disabilities or impoverished students) in accordance with</p>
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the acceptable subgroup populations as defined by the New York State Commissioner of Education, to achieve proficiency on a district or a WSWHE BOCES Developed comparable Assessment for their subject/grade level, or a New York State Assessment.

After the teacher has completed the Local Achievement template (LAT), the teacher will conference with their principal and review the LAT for approval. Using a decision making chart and verified class rosters, the teacher and principal will agree upon a target. Based upon the decision, an applicable HEDI chart will be used to assign points.

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

See Attached Tables

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

See Attached Tables

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

See Attached Tables

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

See Attached Tables

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	5) District, regional, or BOCES–developed assessments	WSWHE BOCES developed Grade K Math Assessment
1	5) District, regional, or BOCES–developed assessments	WSWHE BOCES developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	WSWHE BOCES developed Grade 2 Math Assessment
3	3) Teacher specific achievement or growth score computed locally	NYSTP Grade 3 Math Assessment

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

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

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

At the beginning of each school year, students will take a pre-assessment. Pre-assessment data will be combined with other available data on the students (for example,

graphic at 3.13, below.	<p>previous year’s summative assessment performance, AimsWeb summative data from the previous year, or previous NYS Assessment data) to create a baseline. Teachers will identify an achievement target for each student.</p> <p>All staff will be required to identify a percentage of all their students or a subgroup of students (Students with disabilities or impoverished students) in accordance with the acceptable subgroup populations as defined by the New York State Commissioner of Education, to achieve proficiency on a district or a WSWHE BOCES Developed comparable Assessment for their subject/grade level, or a New York State Assessment.</p> <p>After the teacher has completed the Local Achievement template (LAT), the teacher will conference with their principal and review the LAT for approval. Using a decision making chart and verified class rosters, the teacher and principal will agree upon a target. Based upon the decision, an applicable HEDI chart will be used to assign points.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables

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	5) District, regional, or BOCES–developed assessments	Hadley-Luzerne CSD locally developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Hadley-Luzerne CSD locally developed Grade 7 Science Assessment
8	3) Teacher specific achievement or growth score computed locally	NYSTP Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

At the beginning of each school year, students will take a pre-assessment. Pre-assessment data will be combined with other available data on the students (for example, previous year's summative assessment performance, AimsWeb summative data from the previous year, or previous NYS Assessment data) to create a baseline. Teachers will identify an achievement target for each student.

All staff will be required to identify a percentage of all their students or a subgroup of students (Students with disabilities or impoverished students) in accordance with the acceptable subgroup populations as defined by the New York State Commissioner of Education, to achieve proficiency on a district or a WSWHE BOCES Developed comparable Assessment for their subject/grade level, or a New York State Assessment.

After the teacher has completed the Local Achievement template (LAT), the teacher will conference with their principal and review the LAT for approval. Using a decision making chart and verified class rosters, the teacher and principal will agree upon a target. Based upon the decision, an applicable HEDI chart will be used to assign points.

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

See Attached Tables

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

See Attached Tables

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

See Attached Tables

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

See Attached Tables

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	5) District, regional, or BOCES–developed assessments	Hadley-Luzerne CSD locally developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Hadley-Luzerne CSD locally developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Hadley-Luzerne CSD locally developed Grade 8 Social Studies Assessment

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

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

<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>At the beginning of each school year, students will take a pre-assessment. Pre-assessment data will be combined with other available data on the students (for example, previous year's summative assessment performance, AimsWeb summative data from the previous year, or previous NYS Assessment data) to create a baseline. Teachers will identify an achievement target for each student.</p>
	<p>All staff will be required to identify a percentage of all their students or a subgroup of students (Students with disabilities or impoverished students) in accordance with the acceptable subgroup populations as defined by the New York State Commissioner of Education, to achieve proficiency on a district or a WSWHE BOCES Developed comparable Assessment for their subject/grade level, or a New York State Assessment.</p> <p>After the teacher has completed the Local Achievement template (LAT), the teacher will conference with their principal and review the LAT for approval. Using a decision making chart and verified class rosters, the teacher and principal will agree upon a target. Based upon the decision, an applicable HEDI chart will be used to assign points.</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>See Attached Tables</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Attached Tables</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Attached Tables</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Attached Tables</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	Hadley-Luzerne CSD locally developed Global 1 Social Studies Assessment

Global 2	5) District, regional, or BOCES–developed assessments	Hadley-Luzerne CSD locally developed Global 2 Social Studies Assessment
American History	5) District, regional, or BOCES–developed assessments	Hadley-Luzerne CSD locally developed American History Social Studies 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>At the beginning of each school year, students will take a pre-assessment. Pre-assessment data will be combined with other available data on the students (for example, previous year’s summative assessment performance, AimsWeb summative data from the previous year, or previous NYS Assessment data) to create a baseline. Teachers will identify an achievement target for each student.</p> <p>All staff will be required to identify a percentage of all their students or a subgroup of students (Students with disabilities or impoverished students) in accordance with the acceptable subgroup populations as defined by the New York State Commissioner of Education, to achieve proficiency on a district or a WSWHE BOCES Developed comparable Assessment for their subject/grade level, or a New York State Assessment.</p> <p>After the teacher has completed the Local Achievement template (LAT), the teacher will conference with their principal and review the LAT for approval. Using a decision making chart and verified class rosters, the teacher and principal will agree upon a target. Based upon the decision, an applicable HEDI chart will be used to assign points.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>At the beginning of each school year, students will take a pre-assessment. Pre-assessment data will be combined with other available data on the students (for example, previous year's summative assessment performance, AimsWeb summative data from the previous year, or previous NYS Assessment data) to create a baseline. Teachers will identify an achievement target for each student.</p> <p>All staff will be required to identify a percentage of all their students or a subgroup of students (Students with disabilities or impoverished students) in accordance with the acceptable subgroup populations as defined by the New York State Commissioner of Education, to achieve proficiency on a district or a WSWHE BOCES Developed comparable Assessment for their subject/grade level, or a New York State Assessment.</p> <p>After the teacher has completed the Local Achievement template (LAT), the teacher will conference with their principal and review the LAT for approval. Using a decision making chart and verified class rosters, the teacher and principal will agree upon a target. Based upon the decision, an applicable HEDI chart will be used to assign points.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables

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 Algebra 1 Regents Exam
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents Exam
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2 Regents Exam

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

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

<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>At the beginning of each school year, students will take a pre-assessment. Pre-assessment data will be combined with other available data on the students (for example, previous year's summative assessment performance, AimsWeb summative data from the previous year, or previous NYS Assessment data) to create a baseline. Teachers will identify an achievement target for each student.</p> <p>All staff will be required to identify a percentage of all their students or a subgroup of students (Students with disabilities or impoverished students) in accordance with the acceptable subgroup populations as defined by the New York State Commissioner of Education, to achieve proficiency on a district or a WSWHE BOCES Developed comparable Assessment for their subject/grade level, or a New York State Assessment.</p> <p>After the teacher has completed the Local Achievement template (LAT), the teacher will conference with their principal and review the LAT for approval. Using a decision making chart and verified class rosters, the teacher and principal will agree upon a target. Based upon</p>
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	the decision, an applicable HEDI chart will be used to assign points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Tables

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	WSWHE BOCES developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	WSWHE BOCES developed Grade 10 ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive ELA Regents Exam

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>At the beginning of each school year, students will take a pre-assessment. Pre-assessment data will be combined with other available data on the students (for example, previous year’s summative assessment performance, AimsWeb summative data from the previous year, or previous NYS Assessment data) to create a baseline. Teachers will identify an achievement target for each student.</p> <p>All staff will be required to identify a percentage of all their students or a subgroup of students (Students with</p>
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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.

At the beginning of each school year, students will take a pre-assessment. Pre-assessment data will be combined with other available data on the students (for example, previous year's summative assessment performance, AimsWeb summative data from the previous year, or previous NYS Assessment data) to create a baseline. Teachers will identify an achievement target for each student.

All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the New York State Commissioner of Education, to achieve proficiency on a district or a WSWHE BOCES Developed comparable Assessment for their subject/grade level, or a New York State Assessment. After the teacher has completed the Local Achievement template (LAT), the teacher will conference with their principal and review the LAT for approval. Using a decision making chart and verified class rosters, the teacher and principal will agree upon a target. Based upon the decision, an applicable HEDI chart will be used to assign points.

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

See Attached Tables

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

See Attached Tables

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

See Attached Tables

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

See Attached Tables

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/5139/157536-y92vNseFa4/3.4-3.12 Local HEDI Scale conversion chart based upon HLCS APPR Percentage Ranges Resub_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.

Please see HEDI charts for more detail; however, teachers may select different targets based upon the percentage of students with disabilities and/or impoverished students on their class roster. For example, if a class contains a combination of up to 49% students with disabilities and/or impoverished students, the teacher may select a 75% target or a 3-4%percentage increase (as compared to last year's cohort) in student achievement based upon a local/BOCES developed or state assessment. Teachers whose classes contain no students with disabilities or impoverished students would be expected to have at least 80% of students meet or exceed their achievement target.

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers with more than one locally-selected measure will have their score wieghted based on population covered by each measure.

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 Wednesday, August 01, 2012

Updated Tuesday, October 23, 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

(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]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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.

The Danielson model includes four domains. Sixty points will be awarded based upon two observations (one announced; one unannounced) and a review of evidence of practice. Each domain includes subcomponents that will be rated using the HEDI language (Highly effective, Effective, Developing, and Ineffective). Domain one has six subcomponents; domain two and three contain five subcomponents; and lastly, domain four contains six subcomponents. To award points, percentage points have been assigned to each of the HEDI categories. Highly effective=97%; Effective=86%; Developing=72%; and Ineffective=30%.

During two observations, one scheduled and one unannounced, the evaluator will designate each subcomponent of with a HEDI category rating. The HEDI category ratings are converted to their percentage point equivalent and then summed. The sum is divided by the number of subcomponents. The result is expressed as a percentage ranging from 30% to 97%. Domains two and three are

assessed during both observations. Their total score is averaged. Domain one is assessed during the scheduled observation. Domain four is assessed as part of the unannounced observation.

So that 100% of the total points available for a domain may be awarded, a system of merits and demerits was devised. The system awards additional points for highly effective ratings and subtracts points for ineffective ratings received. Accordingly, the teacher can earn .5 or .6 (based upon the number of subcomponents) additional percentage points times the number of highly effective ratings. In contrast, the teacher will have percentage points deducted (5% or 6%) times the number of ineffective ratings. For example, in domain one (six subcomponents), a teacher receives 4 highly effective ratings and 0 ineffective ratings. The teacher would be awarded 2 additional percentage points and have these points added. If, in domain two, the teacher receives two ineffective ratings, the teacher would have 12 percentage points subtracted from their total ($2 * 6\% = 12\%$).

The result of this calculation is then multiplied by the total number of points assigned to the domain. A total of 60 points will be awarded using the Danielson model. Accordingly, domain one has been assigned 12 points; domain two and three have been assigned 14 points; and lastly, domain four has been assigned 20 points.

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

[assets/survey-uploads/5091/157549-eka9yMJ855/4.5 HLCS Danielson 60 Point Explanation.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.	A teacher earning 50 or more points out of 60 will be considered Highly Effective.
Effective: Overall performance and results meet NYS Teaching Standards.	A teacher earning between 42 and 49 points will be considered Effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A teacher earning between 15 and 41 points will be considered Developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A teacher earning 14 or fewer points will be considered Ineffective.

Provide the ranges for the 60-point scoring bands.

Highly Effective	50-60
Effective	42-49
Developing	15-41
Ineffective	0-14

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 Informal/Short	1
4.6) Observations of Probationary Teachers Enter 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 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
-------------	---

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 Tuesday, October 23, 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	50-60
Effective	42-49
Developing	15-41
Ineffective	0-14

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 Wednesday, August 01, 2012

Updated Monday, November 26, 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/5265/157553-Df0w3Xx5v6/HLCS TIP-TAP Worksheet.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:

The appeals process will be timely and expeditious. The complete process should take no more than 30 school days to complete.

I. Within five school days of receipt of the APPR Composite Score, the teacher must request, in writing, that the administrator issuing the APPR Composite Score provide to the teacher a copy of any and all documents and written materials upon which the APPR was based.

- a. The authoring Lead Evaluator shall provide all such documents within five school days of the request.
- b. Only materials provided in response to this request shall be considered in the deliberations as to the validity of the APPR.

II. Only tenured teachers who receive an APPR Composite Score rating of “Ineffective” or “Developing” may appeal their APPR through the process herein.

- a. A teacher may file only one appeal from a single APPR.

III. Probationary teachers may not file appeals through the procedure established herein, but may file a written rebuttal which shall be attached to the APPR documentation.

- a. Probationary teachers may challenge claims of APPR procedural violations through the contractual grievance procedure.

IV. A tenured teacher may file a written appeal of the APPR within ten school days of the receipt of the requested supporting documents.

- a. Any appeal should be filed with the Superintendent of schools.
- b. The written appeal must clearly identify the grounds for appeal and shall explain, in detail, why the appealing teacher believes the APPR should be modified.

V. Any appeal of an APPR must be based upon one or more of the following grounds:

- a. The substance of the APPR,
- b. The District’s failure to adhere to Education Law §3012-c,
- c. The District’s failure to comply with locally negotiated procedures, and/or
- d. The District’s failure to issue or implement the terms of the Teacher Improvement Plan.

VI. Appeals shall be referred to the Appeals Panel, a special committee made up of two administrators and two teachers.

- a. The two administrators will be those other than the administrator serving as the Lead Evaluator authoring this APPR.
- b. The two teachers will be the appealing teacher’s Mentor and the Mentor Coordinator.
- c. The Appeals Panel will convene within ten school days of the filing of the appeal.

VII. The duty of the Appeals Panel shall be to answer the question, “Has the teacher demonstrated that the APPR should be modified?”

- a. The burden of proof falls on the teacher to prove that a modification should be made.
- b. The Appeals Panel will determine its own rules and procedures, which may be altered as the Panel sees fit as it performs its duties.
 - i. For example, the Panel can determine whether to allow Panel members to review the documents underlying the APPR in question prior to convening the Panel, or whether to invite the either the appealing teacher, the authoring Lead Evaluator, or both, to address or be questioned by the Panel.

VIII. After hearing the appeal, each member of the Panel shall vote to either uphold or modify the APPR.

- a. All deliberations and voting will be confidential to the Panel.
- b. If a majority of the Panel agrees on one of these choices, the Panel shall give written notice of its decision to the appealing teacher and the Superintendent of schools, and the decision shall be final.
- c. In the event the Panel reaches a split decision of 2-2, each member of the Panel shall write a brief written statement explaining his or her recommendation for the disposition of the appeal.
 - i. The Panel’s written statements, together with the full record of the appeal, shall then be forwarded to the Superintendent for a final decision within 5 school days of the conclusion of the Appeal Panel Hearing.
 - ii. The Superintendent will meet privately and confidentially with President of the HLTA prior to issuing a final statement.
 - iii. The Superintendent’s decision shall be final and there shall be no further appeal available. The Superintendent’s final decision will be issued in 5 school days of receiving the Appeals Panel documentation.

IX. The APPR appeals process set forth herein shall be the sole method of appealing either an APPR or claimed violations of the procedural or substantive requirements of the APPR process.

- a. Except as specifically allowed in Section III.a., there shall be no appeal allowed through the contractual grievance procedure or to any administrative or judicial tribunal.

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.

- a. Lead Evaluators will be trained in a manner consistent with Education Law 3012-c. Each lead evaluator will attend four training sessions offered by the WSWHE BOCES Network team. Each training session includes approximately 6 hours. Training sessions will

cover various elements of the evaluation process including research based instructional strategies, evidence of effective teaching, elements of the Danielson model, rater reliability and the development of student learning objectives. Approximately 24 hours of training will be provided. In addition to these hours, additional time will be spent in-district discussing effective evaluation techniques.

b. Upon successful completion of appropriate training, the District will consider Lead Evaluators certified. Lead evaluators will receive certificates of completion from the WSWHE BOCES network team.

c. Lead Evaluators will maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. It is anticipated that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

d. Lead Evaluators will be recertified to be compliant with Education Law 3012-c every third year.

e. Lead Evaluators will be district employees of the Hadley-Luzerne School District.

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 Wednesday, August 01, 2012

Page 1

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

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

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

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

	3-8
	PK-2/9-12
	(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

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.	Both principals will have HEDI VA scores from NYS.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Both principals will have HEDI VA scores from NYS.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Both principals will have HEDI VA scores from NYS.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Both principals will have HEDI VA scores from NYS.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Both principals will have HEDI VA scores from NYS.

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Created Wednesday, August 01, 2012
Updated Tuesday, November 27, 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
PK-2/9-12	(d) measures used by district for teacher evaluation	NYS Integrated Algebra Regents and ELA Regents
3-8	(a) achievement on State assessments	NYSTP Grades 4-8 ELA and Math Assessments

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.	Both our principals are assigned VA Growth scores from NYS. The Local Achievement Targets will be set in collaboration with the superintendent at the start of the school year. Targets will be set to focus improvement on either the percentage of students scoring proficient or higher on state assessments (level 3 or 4) or in the high school, on an increase in the percentage of students who score at the mastery level (score of 85) or above on the comprehensive English Regents exams and on the Integrated Algebra Regents exams. Points will be awarded based upon percentage gained or lost.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will receive 14 points if there is a 6-9% increase in the number of students scoring proficient or higher; the principal will receive 15 points if the percentage increase is 10% or higher.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will received 8 points if there is no change in the percent of students scoring proficient or higher; 9 points=1 percent gain; 10 points= 2 %; 11 points= 3%; 12

points=4%; 13 points=5 percent.

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

The principal will be identified as developing if the performance decreases from -1 to -5 percent. 7 points =-1%; 6 points=-2%; 5 points=-3%; 4 points=-4%; 3 points=-5%.

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

The principal will be identified as ineffective if the performance decreases from -6 to -8 percent. 2 points =-6%; 1 points=-7%; 0 points=-8% or higher.

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.

(No response)

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

In the table below, list all of the grade configurations 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

(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

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.	Both our principals have VA Growth scores supplied by NYS.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Both our principals have VA Growth scores supplied by NYS.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Both our principals have VA Growth scores supplied by NYS.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Both our principals have VA Growth scores supplied by NYS.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Both our principals have VA Growth scores supplied by NYS.

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Wednesday, August 01, 2012
Updated Monday, November 26, 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.

Marshall's Principal Evaluation Rubric

(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
---	----

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

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, 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.	(No response)
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is 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.

Principals will be able to earn up to 60 points based upon multiple observations and review of evidence. Observations will provide a broad assessment of the principals leadership and management ability. At the beginning of each school year, each principal will meet with the superintendent to review the rubric, consider professional and building goals, as well as other aspects of the rubric (communications, planning, etc.). At least 3 school site visits will take place. Each visit will be a minimum of 30 minutes. During these meetings, at least one element of the Marshall rubric will be the focus. The Marshall rubric has six domains; each domain has 10 subcomponents. Each subcomponent will be evaluated for a total of 60 subcomponents. Principals will be assigned one point for a highly effective rating; .95 points for effective; .925 for developing; and .85 for ineffective. The total score for each subcomponent will be summed and HEDI points will be awarded based upon that result. The result will be rounded to the nearest whole number. Principals who receive an ineffective rating on all subcomponents would receive a score of zero; principals who receive a highly effective rating in each subcomponent would receive a score of 60.

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.

(No response)

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.	Earning 59-60 points on the Marshall Rubric will be considered exceeding standards and Highly Effective.
Effective: Overall performance and results meet standards.	Earning 57-58 points on the Marshall Rubric will be considered meeting standards and Effective.
Developing: Overall performance and results need improvement in order to meet standards.	Earning 55-56 points on the Marshall Rubric will be considered needing improvement to meet standards and Developing.
Ineffective: Overall performance and results do not meet standards.	Earning 0-54 points on the Marshall Rubric will be considered not meeting the standards and Ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Wednesday, August 01, 2012

Updated Thursday, October 25, 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	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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 Wednesday, August 01, 2012

Updated Monday, November 26, 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/5276/157556-Df0w3Xx5v6/The Principal Improvement Plan_2.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:

The Appeal Overview
I. Challenges
a. Appeals are limited to those identified by Education Law §3012-c, as follows:
i. The substance of the APPR,
ii. The District's adherence to the standards and methodologies required for such reviews,

- iii. Adherence to the Commissioner's regulations, as applicable to such reviews,
- iv. Compliance with any applicable locally negotiated procedures applicable to the APPR or PIP, and
- v. The District's issuance and/or implementation of the terms of the PIP.

II. Appealable Ratings

- a. Appeals of the APPR may be brought for Ineffective or Developing ratings.
- b. An appeal may be initiated once a principal receives the overall Composite Score and Rating.

III. Single Appeal

- a. A principal may not file multiple appeals regarding the same APPR.
- b. The issuance of a PIP may prompt an appeal independent of the APPR.
- c. All grounds for appeal must be raised with specificity within such appeal.
- i. Any grounds not raised shall be deemed waived.

IV. Burden of Proof

- a. The burden of proof falls on the principal to establish by the preponderance of evidence that the rating given was unjustified or that a PIP was inappropriately issued and/or implemented.

V. Time Frame for Filing

- a. All appeals shall be filed in writing.
- b. An appeal of a performance review must be filed with the school superintendent no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review.
- c. 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.
- d. 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.
- e. An extension of the time in which to appeal may be granted by the superintendent upon written request. This extension will not impede the timely and expeditious completion of the appeals process.
- f. 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.
- i. Supportive evidence about the challenges may also be submitted with the appeal.
- ii. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same.
- iii. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

VI. Timeframe for District Response

- a. Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal.
- b. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response.
- c. Any 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.
- d. 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.
- e. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

VII. Decision Process for Appeal

- a. 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.
- b. The parties agree that:
 - i. 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.
 - ii. 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.
 - iii. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.
 - iv. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date.
 - v. The hearing will not be public.
 - vi. 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.

VIII. Decision

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

IX. Exclusivity of Section 3012-c Appeal Procedure

- a. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan.
- b. 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.

X. Other

- a. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.
- b. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.
- c. The district and unit agree that hearing officers shall be paid no more than \$100.00 per hour for the hearing date, analysis of documents, and production of the decision. This cost shall be the responsibility of the district.
- d. 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.
- e. 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.

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.

I. Training of Lead Evaluators

- a. Lead Evaluators will be trained in a manner consistent with Education Law 3012-c. Each lead evaluator will receive a minimum of four days or 24 hours of training regarding principal evaluation. This training will be provided by the Network Team at The WSWHE BOCES and will include instruction on school leadership, effective instruction, data driven instruction, leadership evaluation rubrics and other topics related to principal evaluation.
- b. Upon successful completion of appropriate training, the District will consider Lead Evaluators certified.
- c. Lead Evaluators will maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. It is anticipated that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.
- d. Lead Evaluators will be recertified to be compliant with Education Law 3012-c every third year.
- e. Lead Evaluators will be district employees of the Hadley-Luzerne School District.

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 Monday, December 03, 2012

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/5581/124300-3Uqgn5g9Iu/APPR Cert 11-30-12.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.

2.11 Hadley Luzerne Central School District HEDI Scale Conversion Chart

Highly Effective 86-100% Effective 65-85% Developing 33-64% Ineffective 0-32%

20 Point HEDI Conversion Chart

Ineffective			Developing						Effective									Highly Effective		
0-11	12-23	24-32	33-36	37-41	42-46	47-52	53-58	59-64	65-66	67-68	69-70	71-72	73-74	75-76	77-78	79-82	83-85	86-91	92-96	97-100
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

3.1 and 3.2 Hadley Luzerne CSD HEDI Conversion Tables.

At the beginning of each school year, students will take a pre-assessment. This pre-assessment will be a Hadley-Luzerne Developed Local Assessment, a WSWHE BOCES Assessment, or a 3rd Party Approved Assessment. Pre-assessment data will be combined with other available data on the students (previous year's summative assessment performance, AimsWeb summative data from the previous year, or previous NYS Assessment data) to create a baseline. Teachers will identify an achievement target for each student.

All staff will be required to identify a percentage of all their students or a subgroup of students (students with disabilities or impoverished students) in accordance with the acceptable subgroup populations as defined by the New York State Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level, a WSWHE BOCES Developed Assessment or a New York State Assessment.

After the teacher has completed the Local Achievement Target template (LAT), the teacher will conference with their principal to review/approve the LAT. Using a decision making chart and verified class rosters, the teacher and principal will agree upon a target. Based upon the decision, an applicable HEDI chart will be used to assign points.

The target setting process:

1. The teacher and principal use verified class rosters to determine the percentage of students with disabilities or impoverished students enrolled in the class;
2. The teacher and principal will determine if the Local Achievement Target will be expressed in terms of a total percentage that will meet or exceed the achievement target or as a percent increase/decrease over the previous year's cohort performance ;
3. If the achievement target will be expressed as a total percentage (80.75,70) who will meet or exceed the target, the principal and teacher will use Decision Making Chart A and HEDI Table A or HEDI Table A1;
4. If the achievement target will be expressed as a percent increase/decrease in the percentage of students scoring proficient, the principal and teacher will use Decision Making Chart B and HEDI Table B;

Decision Making Chart A: Percentage of students meeting or exceeding the target

Percent Students with Disabilities	Target for Local Achievement Template	Percent of Impoverished Students
0	80%	0
1-49%	75%	1-49%
50-100%	70%	50-100%

Table A. 20 Point HEDI Conversion Chart-Percentage of Students Meeting or Exceeding Achievement Target

Ineffective			Developing						Effective									Highly Effective		
0-11	12-23	24-32	33-36	37-41	42-46	47-52	53-58	59-64	65-66	67-68	69-70	71-72	73-74	75-76	77-78	79-82	83-85	86-91	92-96	97-100
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Table A1. 15 Point HEDI Conversion Chart- Percentage of Students Meeting or Exceeding Achievement Target

Ineffective			Developing					Effective						Highly Effective	
0-11	12-23	24-32	33-37	38-42	43-48	49-56	57-64	65-67	68-71	72-75	76-78	79-81	82-85	86-93	94-100
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Decision Making Chart B: Percentage Increase/Decrease of students proficient on local, BOCES or State Assessment as compared to previous year's cohort

Percent Students with Disabilities	Target for Local Achievement Template	Percent of Impoverished Students
0	5+%	0
1-49%	3-4%	1-49%
50-100%	0-2	50-100%

Table B. 20 Point HEDI Conversion Chart: Percentage Increase/Decrease of students proficient on local, BOCES or State Assessment as compared to previous year's cohort

Ineffective			Developing						Effective								Highly Effective			
≥-9	-8	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	≥11
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Table B1. 15 Point HEDI Conversion Chart: Percentage Increase/Decrease of students proficient on local, BOCES or State Assessment as compared to previous year's cohort

Ineffective			Developing					Effective					Highly Effective		
≥-8	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6-9	≥10+
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

3.4 to 3.12 Hadley Luzerne CSD HEDI Conversion Tables.

At the beginning of each school year, students will take a pre-assessment. This pre-assessment will be a Hadley-Luzerne Developed Local Assessment, a WSWHE BOCES Assessment, or a 3rd Party Approved Assessment. Pre-assessment data will be combined with other available data on the students (previous year's summative assessment performance, AimsWeb summative data from the previous year, or previous NYS Assessment data) to create a baseline. Teachers will identify an achievement target for each student.

All staff will be required to identify a percentage of all their students or a subgroup of students (students with disabilities or impoverished students) in accordance with the acceptable subgroup populations as defined by the New York State Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level, a WSWHE BOCES Developed Assessment or a New York State Assessment.

After the teacher has completed the Local Achievement Target template (LAT), the teacher will conference with their principal to review/approve the LAT. Using a decision making chart and verified class rosters, the teacher and principal will agree upon a target. Based upon the decision, an applicable HEDI chart will be used to assign points.

The target setting process:

1. The teacher and principal use verified class rosters to determine the percentage of students with disabilities or impoverished students enrolled in the class;
2. The teacher and principal will determine if the Local Achievement Target will be expressed in terms of a total percentage that will meet or exceed the achievement target or as a percent increase/decrease over the previous year's cohort performance ;
3. If the achievement target will be expressed as a total percentage (80.75,70) who will meet or exceed the target, the principal and teacher will use Decision Making Chart A and HEDI Table A or HEDI Table A1;
4. If the achievement target will be expressed as a percent increase/decrease in the percentage of students scoring proficient, the principal and teacher will use Decision Making Chart B and HEDI Table B;

Decision Making Chart A: Percentage of students meeting or exceeding the target

Percent Students with Disabilities	Target for Local Achievement Template	Percent of Impoverished Students
0	80%	0
1-49%	75%	1-49%
50-100%	70%	50-100%

Table A. 20 Point HEDI Conversion Chart-Percentage of Students Meeting or Exceeding Achievement Target

Ineffective			Developing						Effective									Highly Effective		
0-11	12-23	24-32	33-36	37-41	42-46	47-52	53-58	59-64	65-66	67-68	69-70	71-72	73-74	75-76	77-78	79-82	83-85	86-91	92-96	97-100
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Decision Making Chart B: Percentage Increase/Decrease of students proficient on local, BOCES or State Assessment as compared to previous year's cohort

Percent Students with Disabilities	Target for Local Achievement Template	Percent of Impoverished Students
0	5+%	0
1-49%	3-4%	1-49%
50-100%	0-2	50-100%

Table B. 20 Point HEDI Conversion Chart: Percentage Increase/Decrease of students proficient on local, BOCES or State Assessment as compared to previous year's cohort

Ineffective			Developing						Effective								Highly Effective			
≥-9	-8	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	≥11
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

4.5 Hadley-Luzerne 60 Point Danielson Model Calculation Sheet

<p>Announced Domain I</p> <p>a. _____ b. _____ c. _____ d. _____ e. _____ f. _____</p> <p>Domain Total (DT) _____</p> <p>DT/6 = _____%</p> <p>$-(I * 5\%) + (HE * .5\%)$ = _____%</p> <p>*12 = _____.____ points</p>	<p>Announced Domain II</p> <p>a. _____ b. _____ c. _____ d. _____ e. _____</p> <p>Domain Total (DT) _____</p> <p>DT/5 = _____%</p> <p>$-(I * 6\%) + (HE * .6\%)$ = _____%</p> <p>*14 = _____.____ points</p>	<p>Announced Domain III</p> <p>a. _____ b. _____ c. _____ d. _____ e. _____</p> <p>Domain Total (DT) _____</p> <p>DT/5 = _____%</p> <p>$-(I * 6\%) + (HE * .6\%)$ = _____%</p> <p>*14 = _____.____ points</p>		<p>HE = Highly Effective 97</p> <p>E = Effective 86</p> <p>D = Developing 72</p> <p>I = Ineffective 30</p>
	<p>Unannounced Domain II</p> <p>a. _____ b. _____ c. _____ d. _____ e. _____</p> <p>Domain Total (DT) _____</p> <p>DT/5 = _____%</p> <p>$-(I * 6\%) + (HE * .6\%)$ = _____%</p> <p>*14 = _____.____ points</p>	<p>Unannounced Domain III</p> <p>a. _____ b. _____ c. _____ d. _____ e. _____</p> <p>Domain Total (DT) _____</p> <p>DT/5 = _____%</p> <p>$-(I * 6\%) + (HE * .6\%)$ = _____%</p> <p>*14 = _____.____ points</p>	<p>Unannounced Domain IV</p> <p>a. _____ b. _____ c. _____ d. _____ e. _____ f. _____</p> <p>Domain Total (DT) _____</p> <p>DT/6 = _____%</p> <p>$-(I * 5\%) + (HE * .5\%)$ = _____%</p> <p>*20 = _____.____ points</p>	<p>Combined Points Score (S)</p> <p>Domain One _____</p> <p>+ Avg. Domain Two _____</p> <p>+ Avg. Domain Three _____</p> <p>+ Domain Four _____</p> <hr/> <p>= _____ = (S)</p>

The Danielson model includes four domains. Sixty points will be awarded based upon two observations (one announced; one unannounced) and a review of evidence of practice. Each domain includes subcomponents that will be rated using the HEDI language (Highly effective, Effective, Developing, Ineffective). Domain one has six subcomponents; domain two and three contain five subcomponents; and lastly, domain four contains six subcomponents. To award points, percentage points have been assigned to each of the HEDI categories. Highly effective=97%; Effective=86%; Developing=72%; and Ineffective=30%.

During two observations, one scheduled and one unannounced, the evaluator will designate each subcomponent of with a HEDI category rating. The HEDI category ratings are converted to their percentage point equivalent and then summed. The sum is divided by the number of subcomponents. The result is expressed as a percentage ranging from 30% to 97%. Domains two and three are assessed during both observations. Their total score is averaged. Domain one is assessed during the scheduled observation. Domain four is assessed as part of the unannounced observation.

So that 100% of the total points available for a domain may be awarded, a system of merits and demerits was devised. The system awards additional points for highly effective ratings and subtracts points for ineffective ratings received. Accordingly, the teacher can earn .5 or .6 (based upon the number of subcomponents) additional percentage points times the number of highly effective ratings. In contrast, the teacher will have percentage points deducted (5% or 6%) times the number of ineffective ratings. For example, in domain one (six subcomponents), a teacher receives 4 highly effective ratings and 0 ineffective ratings. The teacher would be awarded 2 additional percentage points and have these points added. If, in domain two, the teacher receives two ineffective ratings, the teacher would have 12 percentage points subtracted from their total ($2 * 6\% = 12\%$).

The result of this calculation is then multiplied by the total number of points assigned to the domain. A total of 60 points will be awarded using the Danielson model. Accordingly, domain one has been assigned 12 points; domain two and three have been assigned 14 points; and lastly, domain four has been assigned 20 points.

Hadley-Luzerne CSD TIP/TAP Action Plan Worksheet

Area for Improvement:

Expected Outcome/Goal	Actions/Activities /Strategies	Person Responsible	Target Date	Date Completed	Resources

Area for Improvement:

Expected Outcome/Goal	Actions/Activities/ Strategies	Person Responsible	Target Date	Date Completed	Resources

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Evidence of Achievement, Outcomes, Next Steps:

The Principal Improvement Plan (PIP)

- I. A PIP Action Plan must be initiated whenever a teacher receives a rating of Ineffective or Developing in the APPR Composite Score from the preceding school year.
- II. No disciplinary action predicated upon ineffective performance shall be taken by the District against a principal until a PIP has been fully implemented and its effectiveness in improving the principal's performance has been evaluated.
- III. Nothing shall be construed to restrict or limit the District's right to deny tenure, or to otherwise terminate a probationary principal, in compliance with law and the collective bargaining agreement.
- IV. The PIP will be designed with input from the Principal, the Lead Evaluator, and the District's chosen representative for targeted professional development and will be implemented within ten business days of the start of the current school year.
 - a. An initial conference is held at the beginning of the school year where the TIP is discussed, constructed, signed, and dated within that 10-day window.
- V. The PIP shall enumerate the specific deficiency or deficiencies as scored throughout the Composite Score.
- VI. The PIP Action Plan will be built around the following items to affect improvement:
 - a. Additional Observations: During the first quarter, the Lead Evaluator will observe the PIPped principal concentrating on evaluating goals identified in the PIP.
 - i. Written observation summaries will be discussed and signed within seven school days.
 - b. Targeted professional development as available: Professional development concentrating on the goals identified in the PIP will be made available to the principal as available.
 - i. All costs for professional development shall be borne by the District in accordance with District policy. It is the District's sole right to choose how much, if any, money is spent on professional development.
- VII. PIP Timelines
 - a. After the first quarter of the PIP's implementation, the Lead Evaluator and the District's chosen representative will assess the effectiveness of the intervention and the level of improvement based on the Action Plan.
 - i. Based on the assessment, the PIP may be adjusted appropriately and quarterly meetings among all parties will continue.
 - b. At the end of the year, if the PIP goals in the Action Plan are met, the PIP will terminate.

- i. This will be communicated in writing and signed by the Lead Evaluator and the principal.
- c. If the principal is again rated as Developing or Ineffective, a new plan will be developed.
- d. All PIPped principals will receive the same annual feedback as other principals as described throughout this APPR.
- e. Any principal rated Ineffective for two consecutive years may be subject to an expedited 3020-a hearing.

VIII. The PIP Action Plan

- a. The Action Plan must consist of the following components:
 - i. Specific Areas for Improvement: The Action Plan will identify specific areas in need of improvement and expected behaviors for the principal to demonstrate.
 - 1. Sample areas may include, but are not limited to, Planning, Management, Use of Data, or Communication.
 - ii. Expected Outcomes: The Action Plan will identify specific recommendations for what the principal is expected to do to improve in the identified areas. These recommendations will be specific, realistic, and achievable in the given timeframe.
 - 1. These outcomes will be directly tied to the targeted goals in the previous section.
 - iii. Resources: The Action Plan will identify specific resources and support systems available to assist the principal to improve performance. Examples include, but are not limited to, colleagues, visitations, courses, workshops, peer visits, and materials.
 - 1. The Lead Evaluator with PIP oversight will be identified. As much as possible the specific professional development will be listed. The instrument or rubric used to monitor progress will also be included.
 - iv. Responsibilities: The Action Plan will identify the responsible parties (administrators, Mentors, other District representation).
 - v. The recommended activities for responsible parties.
 - 1. The Action Plan will list specific activities related to the target goals in Section IX.m.
 - 2. These activities may include, but are not limited to, observing colleagues, attending workshops, meeting with designated members of the administration.

- vi. Evidence of Achievement
 - 1. The Action Plan will identify how progress will be measured and assessed.
 - 2. The Action Plan will also specify next steps to be taken based upon whether the principal is successful, partially successful, or unsuccessful in efforts to improve performance.
- vii. Timelines
 - 1. The Action Plan will provide a specific timeline for implementation of the various components for the TIP for its final completion.
 - 2. These include, but are not limited to, dates for classroom observations, progress meetings, and quarterly assessments of overall progress.

See the Action Plan Worksheet in the Supporting Documents.

The Appeal

Overview

- I. Challenges
 - a. Appeals are limited to those identified by Education Law §3012-c, as follows:
 - i. The substance of the APPR,
 - ii. The District's adherence to the standards and methodologies required for such reviews,
 - iii. Adherence to the Commissioner's regulations, as applicable to such reviews,
 - iv. Compliance with any applicable locally negotiated procedures applicable to the APPR or PIP, and
 - v. The District's issuance and/or implementation of the terms of the PIP.
- II. Appealable Ratings
 - a. Appeals of the APPR may be brought for Ineffective or Developing ratings.
 - b. An appeal may be initiated once a principal receives the overall Composite Score and Rating.
- III. Single Appeal
 - a. A principal may not file multiple appeals regarding the same APPR.
 - b. The issuance of a PIP may prompt an appeal independent of the APPR.
 - c. All grounds for appeal must be raised with specificity within such appeal.
 - i. Any grounds not raised shall be deemed waived.
- IV. Burden of Proof

- a. The burden of proof falls on the principal to establish by the preponderance of evidence that the rating given was unjustified or that a PIP was inappropriately issued and/or implemented.
- V. Time Frame for Filing
- a. All appeals shall be filed in writing.
 - b. An appeal of a performance review must be filed with the school superintendent no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review.
 - c. 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.
 - d. 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.
 - e. An extension of the time in which to appeal may be granted by the superintendent upon written request. This extension will not impede the timely and expeditious completion of the appeals process.
 - f. 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.
 - i. Supportive evidence about the challenges may also be submitted with the appeal.
 - ii. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same.
 - iii. The performance review and/or improvement plan being challenged must also be submitted with the appeal.
- VI. Timeframe for District Response
- a. Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal.
 - b. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response.
 - c. Any 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.
 - d. 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.
 - e. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.
- VII. Decision Process for Appeal

- a. 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.
- b. The parties agree that:
 - i. 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.
 - ii. 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.
 - iii. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.
 - iv. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date.
 - v. The hearing will not be public.
 - vi. 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.

VIII. Decision

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

IX. Exclusivity of Section 3012-c Appeal Procedure

- a. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan.
- b. 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.

X. Other

- a. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.
- b. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.
- c. The district and unit agree that hearing officers shall be paid no more than \$100.00 per hour for the hearing date, analysis of documents, and production of the decision. This cost shall be the responsibility of the district.
- d. 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.
- e. 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.

Area for
Improvement:

Expected Outcome/ Goal	Actions/Activities/ Strategies	Person Responsible	Target Date	Date Completed	Resources

Evidence of Achievement, Outcomes,
Next Steps:

Area for Improvement:

Expected Outcome/Goal	Actions/Activities/Strategies	Person Responsible	Target Date	Date Completed	Resources

Evidence of Achievement, Outcomes, Next Steps:

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.

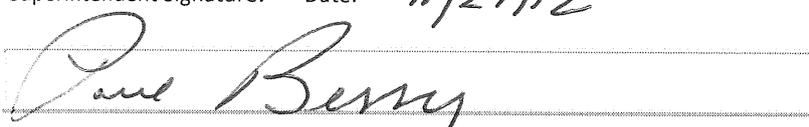
The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been 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.

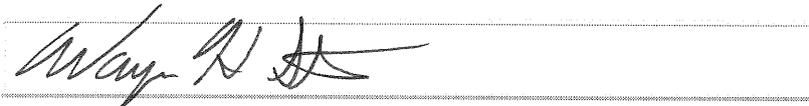
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

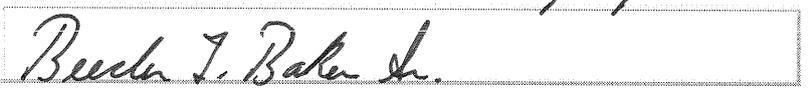
- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next 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: 11/29/12


Teachers Union President Signature: Date: 11/29/2012


Administrative Union President Signature: Date: 11/28/2012


Board of Education President Signature: Date: 11/30/2012
