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

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

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November 21, 2014

Revised-Expedited Assessment Material Change

Kathleen M. Davis, Superintendent
Holland Patent Central School District
9601 Main Street
Holland Patent, NY 13354

Dear Superintendent Davis:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Howard D. Mettelman

NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on January 17, 2014, remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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

- Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing.
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

Signatures, Dates

Superintendent Signature: Date:

11/12/14

Teachers Union President Signature: Date:

11/12/14

Administrative Union President Signature: Date:

11/12/14

Board of Education President Signature: Date:

11/12/14

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

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the superintendent, district superintendent or chancellor attest that for the 2014-15 school year and thereafter no more than one percent of total instructional time in each classroom or program of the district or BOCES is spent taking any locally determined traditional standardized assessments from the approved list or district, regional or BOCES developed assessments for purposes of Education Law § 3012-c. This shall not apply to assessments used for formative or diagnostic purposes.

Superintendent / District Superintendent / Chancellor Signature: Date:

Kathleen M. Lyons 11/12/14

Name of school district or BOCES: Holland Patent Central Schools

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

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

2.2) Grades K-3 ELA

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

2.3) Grades K-3 Math

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

2.4) Grades 6-8 Science

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

2.5) Grades 6-8 Social Studies

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

2.6) High School Social Studies Regents Courses

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

2.7) High School Science Regents Courses

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

2.8) High School Math Regents Courses

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

2.9) High School English Language Arts

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

2.10) All Other Courses

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

2.11) HEDI Table(s)

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

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

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

3.2) Grades 4-8 Math

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

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

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

3.4) Grades K-3 ELA

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

3.5) Grades K-3 Math

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

3.6) Grades 6-8 Science

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

3.7) Grades 6-8 Social Studies

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

3.8) High School Social Studies Regents Courses

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

3.9) High School Science Regents Courses

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

3.10) High School Math Regents Courses

☐ Algebra 1 Assessment ☐ Algebra 1 HEDI Process ☐ Algebra 1 Assignment of Points	☐ Geometry Assessment ☐ Geometry HEDI Process ☐ Geometry Assignment of Points
☐ Algebra 2 Assessment ☐ Algebra 2 HEDI Process ☐ Algebra 2 Assignment of Points	NYS Common Core Regents Geometry

3.11) High School English Language Arts

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

3.12) All Other Courses

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

3.13) HEDI Table(s)

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

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

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

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

7.3) HEDI Table(s)

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

Task 8. Locally-Selected Measures (Principals)

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

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

8.1) HEDI Table(s)

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

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

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

8.2) HEDI Table(s)

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Thursday, October 03, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 412201060000

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

412201060000

1.2) School District Name: HOLLAND PATENT CSD

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

HOLLAND PATENT CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Wednesday, November 05, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS ELA grades 3-5 Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS ELA grades 3-5 Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS ELA grades 3-5 Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district APPR will be measuring growth K- 2 ELA by using a school wide measure. Hedi point will be assigned based on the percentage of students school wide who meet their targets on the 3-5ELA state assessments. The prior year post test scores for NYS ELA 3-4 Assessments will be the baseline data for the development of the SLOS and the post test utilized to show growth. The prior year post test scores for STAR Enterprise ELA grade two will be the baseline data used for the

	development of SLO's for grade three. The NYS grade 3 ELA Assessment will be the post test data to utilized to show growth for grade three. This assessment pre and post data will also be used to assign HEDI points based on the percent of students who meet the individual growth targets. The Superintendent approves the targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See upload in 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See upload in 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See upload in 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See upload in 2.11.

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Math grades 3-5 Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS Math grades 3-5 Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS Math grades 3-5 Assessments

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district APPR will be measuring growth K- 2 math by using a school wide measure. Hedi point will be assigned based on the percentage of students school wide who meet their targets on the 3-5 math state assessments.The prior year post test scores for NYS Math 3-4 Assessments will be the baseline data for the development of the SLOS and the post test utilized to show growth. The prior year post test scores for STAR Enterprise math grade two will be the baseline data used for the development of SLO's for grade three. The NYS grade 3 math Assessment will be the post test data to utilized to show growth for grade three. This assessment pre and post data will also be used to assign hedi points base on the percent of students who

	meet the individual growth targets. The Superintendent approves the targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See upload in 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See upload in 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See upload in 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See upload in 2.11.

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	OHM BOCES Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	OHM BOCES Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district APPR will be measuring growth 6-8 Science. The prior year post test scores for the OHM BOCES developed assessment for grades 6 and 7 will be the baseline data for the development of the SLOS and the post test utilized to show growth using OHM Assessments in Science for grade 7 and State Assessment for grade 8. NYS Science Assessment grade four will be the baseline data used for the development of SLO's for grade six. The NYS grade 8 Science Assessment will be the post test data to utilized to show growth for grade eight. This assessment pre and post data will also be used to assign HEDI points based on the percent of students who meet the individual growth targets. The Superintendent approves the targets. If students did not take prior years assessment we will use their historical academic data to set the baseline.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See upload in 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See upload in 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See upload in 2.11.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See upload in 2.11.

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	OHM BOCES developed 6 SS Assessments
7	District, regional or BOCES-developed assessment	OHM BOCES developed 7 SS Assessment
8	District, regional or BOCES-developed assessment	OHM BOCES developed 8 SS Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district APPR will be measuring growth 6-8 SS. The prior year OHM BOCES developed assessment for grade 6 and 7 will be the baseline data for the development of the SLOS and the OHM BOCES developed post test utilized to show growth. The prior years post test scores for grade 5 state ELA Assessment will be the baseline data used for the development of SLO's for grade six. The OHM SS 8 Assessment will be the post test data to utilized to show growth for grade eight. This assessment pre and post data will also be used to assign HEDI points based on the percent of students who meet the individual growth targets. The Superintendent approves the targets. If students did not take prior years assessment we will use their historical academic data to set the baseline.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See upload in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	See upload in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	See upload in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See upload in 2.11.

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	School-/BOCES-wide group/team results based on State assessments	NYS Regents Exam (HS Global 2)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district APPR will be measuring growth for Global I students by using a school wide. measure. The pre test baseline for grade 10 is the grade 8 OHM BOCES SS post assessment and the post test scores will be based on the NYS Regents Examination for Global History. The pretest baseline data for U.S.History students will be the Global History Regent's Examination from the prior year and the post test scores will be based on the NYS Regents Examination for U.S. History. Global History Regents Examiniation is the post test to utilze to show growth for Global II courses. For grade 9 the HEDI points will be based on the school wide results of the Global Regents Assessments. This assessment pre and post data will also be used to assign HEDI points base on the percent of students who meet individual the growth targets. The Superintendent approves the targets. If students did not take prior years assessment we will use their historical academic data to set the baseline.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See upload in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	See upload in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	See upload in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See upload in 2.11.

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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district APPR will be measuring growth for Science Regents. The prior year post test scores for Science Regents (for earth science the NYS grade 8 science assessment will be the baseline)for the development of the SLOS and the Content specific Science Regents post test utilized to show growth. This assessment pre and post data will also be used to assign HEDI points based on the percent of students who meet the growth individual targets. The Superintendent approves the targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See upload in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	See upload in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	See upload in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See upload in 2.11.

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 measuring student growth on the assessments listed for this Task.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district APPR will be measuring growth for math. The prior year post test scores for Math Regents (NYS eight grade math assessment for Algebra I) will be the baseline data for the development of the SLOS and the Content specific Math Regents post test utilized to show growth. Algebra I students are enrolled in a common core course. All students are taking the NYS Common Core Algebra Regents. For Geometry, Students will be taking both the new NYS Common Core Geometry Regents and the 2005 Learning standards Geometry Regent's Examination. The higher score of the two exams will be used to calculate growth for teacher data.This assessment pre and post data will also be used to

	assign HEDI points based on the percent of students who meet the individual growth targets. The Superintendent approves the targets.If students did not take prior years assessment we will use their historical academic data to set the baseline.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See upload in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	See upload in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	See upload in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See upload in 2.11.

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	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive Regents Examination
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive Regents Examination
Grade 11 ELA	Regents assessment	NYS Comprehensive Regents Examination

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district APPR will be measuring growth for 9 and 10 ELA by using a school wide measure based on the NYS English Regent's. Student historical academic data will be the baseline data for the development of the SLOS to show growth. For the 2014-15 school year- Students are enrolled in a comprehensive ELA core course. Students will be taking the comprehensive ELA Regents Exam. Thereafter students, will be enrolled in Common Core courses and will only take the Common Core Regents Assessment. This assessment pre and post data will also be used to assign HEDI points based on the percent of students who meet the individual growth targets. The Superintendent approves the targets. For grades 9 and 10 points will be awarded based on school wide percentage of students meeting their individual growth target that we set.

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

2.10) All Other Courses

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

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

Course(s) or Subject(s)	Option	Assessment
Elementary Art/Music	School/BOCES-wide/group/team results based on State	NYS ELA/Math 4-5 Assessment
Secondary Special Education	School/BOCES-wide/group/team results based on State	NYS ELA/Math 6-8 Assessment
Elementary Special Education	School/BOCES-wide/group/team results based on State	NYS ELA/Math 4-5 Assessment
Technology	School/BOCES-wide/group/team results based on State	NYS ELA/Math 6- 8 Assessment
Business Education	School/BOCES-wide/group/team results based on State	NYS Comprehensive English Regents Assessments
Home and Careers	School/BOCES-wide/group/team results based on State	NYS ELA/Math 6- 8 Assessment
MS Health	School/BOCES-wide/group/team results based on State	NYS ELA/Math 6- 8 Assessment
Elementary PE	School/BOCES-wide/group/team results based on State	NYS ELA/Math 4-5 Assessment
LOTE	District, Regional or BOCES-developed	Oneida BOCES regionally developed course specific LOTE Assessment
Elementary AIS/RTI	School/BOCES-wide/group/team results based on State	NYS ELA/Math 4-5 Assessment
AP courses	District, Regional or BOCES-developed	Oneida BOCES regionally developed AP subject specific assessments
MVCC (Mohawk Valley Community College dual credit courses)	District, Regional or BOCES-developed	Oneida BOCES regionally developed MVCC subject specific assessment
Forensics	District, Regional or BOCES-developed	Oneida BOCES regionally developed course specific Forensics assessments
Environmental Science	District, Regional or BOCES-developed	Oneida BOCES regionally developed course specific environmental science assessment

Secondary Art/HS Health	School/BOCES-wide/group/team results based on State	NYS Comprehensive Regents Assessment
Secondary Music	School/BOCES-wide/group/team results based on State	NYS Comprehensive Regents Assessment
Secondary PE	School/BOCES-wide/group/team results based on State	NYS Comprehensive Regents Assessment
MS Art/AIS/Music	School/BOCES-wide/group/team results based on State	NYS ELA/Math 6- 8 Assessment
HS AIS	School/BOCES-wide/group/team results based on State	NYS Comprehensive Regents Assessment and Common Core Algebra
MS PE	School/BOCES-wide/group/team results based on State	NYS ELA/Math 6- 8 Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district APPR will be measuring growth by using a school wide measure for NYS and Regents Assessments. Students in common Core courses will take the Common Core Regents Exam in NYS English and Algebra I. For the 2014-15 school year- Students are enrolled in a comprehensive ELA core course. Students will be taking the comprehensive ELA Regents Exam. Thereafter students, will be enrolled in Common Core courses and will only take the Common Core Regents Assessment. NYS assessments will be the baseline data for the development of the SLOS and the post test utilized to show growth. Where there is no prior years score the district will use prior academic data to set the target. The baseline data where the BOCES assessments are used is the prior years student academic history. This assessment pre and post data will also be used to assign HEDI points based on the percent of students who meet the individual growth targets. The Superintendent approves the targets. For courses using school wide measures points will be awarded based on school wide percentage of students meeting their individual growth target that we set.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See upload in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	See upload in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	See upload in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See upload in 2.11.

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.

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2.12) Locally Developed Controls

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

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

The Holland Patent Central School district will utilized the following controls: 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.
Any teacher with more than 65% of their student population falling into the above categories will be assigned the additional 2 points. Students in the aforementioned groups historically have lower assessment scores.
Teachers do not set their own rosters. In order to mitagate problematic incentives princpals make final decisions on class rosters. In no event will more than 2 points be added to a teachers score.

This data dovetails with our goals set forth in our APPR plan and RTTT document which identifies these cohorts as areas to be addressed.
Specific targets were set in the RTTT plan submitted to SED.

2.13) Teachers with more than one growth measure

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances | Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances | Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked

2.14) Assurances | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances | Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
2.14) Assurances | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
2.14) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

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Updated Friday, October 24, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	see attached chart The APPR committee met and agreed to the ranges attached. Star rubric scores were derived from the company based on mean student score. The pretest scores will be the baseline data and the post test will be utilized to show growth. STAR provides a SGP for each student. Teachers mean SGP will be used to assign HEDI points. SGP is based on all students nation wide who take the assessment.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14-15 points assigned based on msgp that lie betweeen 65.1-99 on star ELA
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8-13 points assigned based on msgp that lie betweeen 34.1-65 on star ELA
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-7 points assigned based on msgp that lie betweeen 18.1-34 on star ELA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points assigned based on msgp that lie betweeen 1-18 on star ELA

3.2) Grades 4-8 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	see attached chart The APPR committee met and agreed to the ranges attached. Star rubric scores were derived from the company based on mean student score. The pretest scores will be the baseline data and the post test will be utilized to show growth. STAR provides a SGP for each student. Teachers mean SGP will be used to assign HEDI points. SGP is based on all students nation wide who take the assessment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14-15 points assigned based on msgp that lie betweeen 65.1-99 on star math
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8-13 points assigned based on msgp that lie betweeen 34.1-65 on star math
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-7 points assigned based on msgp that lie betweeen 18.1-34 on star math

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points assigned based on msgp that lie betweeen 1-18 on star math

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.

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	K OHM ELA BOCES developed assessments
1	5) District, regional, or BOCES–developed assessments	1St OHM ELA BOCES developed assessments
2	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Star Reading Enterprise
3	9) Grades 3 and up: State-approved 3rd party assessments	Star Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	see attached The APPR committee met and agreed to the ranges attached. Scores were derived from the STAR Reading Enterprise based on mean student growth percentiles score. The pretest scores will be the baseline data and the post test will be utilized to show growth. Each student is assisgned a SGP by Renaissance Learning and the SGPs are averaged to arrive at a mean SGP. HEDI scores developed using BOCES assessments will be based on the mean student score for students in the teachers class.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see upload in 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see upload in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see upload in 3.13

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the

administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	K OHM BOCES developed math assessments
1	5) District, regional, or BOCES–developed assessments	1st OHM BOCES developed math assessments
2	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Star Math Enterprise
3	9) Grades 3 and up: State-approved 3rd party assessments	Star Math Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	see attached The APPR committee met and agreed to the ranges attached. Scores were derived from the STAR Enterprise Assessments based on mean student growth percentiles score. The pretest scores will be the baseline data and the post test will be utilized to show growth. Each student is assisgned a SGP by Renaissance Learning and the SGPs are averaged to arrive at a mean SGP. HEDI scores developed for teachers using BOCES assessments will be based on the mean student score for students in the teachers class.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see upload in 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see upload in 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	see upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see upload in 3.13

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS grade 8 science Assessment
7	6(ii) School wide measure computed locally	NYS grade 8 science Assessment
8	6(ii) School wide measure computed locally	NYS grade 8 science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	see attached The APPR committee met and agreed to the ranges attached. The APPR Committee will set an achievement target for the NYS Science 8 assessment. HEDI points will be based on the percentage of students school wide who meet or exceed the achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see upload in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see upload in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see upload in 3.13

3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	see attached The APPR committee met and agreed to the ranges attached. Scores were derived from the STAR Reading Enterprise based on the school wide mean student growth percentiles score. The pretest scores will be the baseline data and the post test will be utilized to show growth. Each student is assisgned a SGP by Renaissance Learning and the SGPs are averaged to arrive at a mean SGP.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	See upload in 3.13

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

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Regent's Exam Global II
Global 2	6(ii) School wide measure computed locally	NYS Regent's Exam Global II
American History	6(ii) School wide measure computed locally	NYS Regent's Exam US History

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI scores for teachers using Regent's Assessment will be based on the mean student score for students school wide.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Living Envioronment Regents Assessment
Earth Science	6(ii) School wide measure computed locally	NYS Earth Science Regents Assessment
Chemistry	6(ii) School wide measure computed locally	NYS Chemistry Regents Assessment
Physics	6(ii) School wide measure computed locally	NYS Physics Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI scores for teachers using Regent's Assessment will be based on the mean student score for students school wide.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Common Core Algebra Regents
Geometry	6(ii) School wide measure computed locally	NYS Geometry Regents Assessments
Algebra 2	6(ii) School wide measure computed locally	NYS Algebra II Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI scores for teachers using Regent's Assessment will be based on the mean student score for students school wide. For Geometry students in common core courses will take both Regent's Assessments and teachers will use the higher of the two scores. Students in Algebra I only take the Common core Algebra Regents
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13

3.11) High School English Language Arts

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

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI scores for teachers using Regent's Assessment will be based on the mean student score for students school wide. For ELA 11 students will take the Comprehensive Regent's Assessments. Beginning in 2015-16 students will be enrolled in a Common Core Course and will take the Common Core Regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13

3.12) All Other Courses

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

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other 9-12 courses	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessments
	All other K-5 and 6-8 courses	6(ii) School wide measure computed locally	STAR Reading/ Math Enterprise
	K- 8 AIS/ special ed push in pull out	6(ii) School wide measure computed locally	STAR Reading/ Math Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI scores for teachers using Regent's Assessments will be based on the mean student score for students school wide. For ELA 11, students will take the Comprehensive Regent's Assessments. Beginning 2015-16 students will be enrolled in a Common Core course and will take the Common Core Regents. All other K-8 courses -The APPR committee met and agreed to the ranges attached. Star rubric scores were derived from the

	company based on mean student score. The pretest scores will be the baseline data and the post test will be utilized to show growth. STAR provides a SGP for each student. School wide SGP will be used to assign HEDI points. SGP is based on all students nation wide who take the assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/529375-y92vNseFa4/3.13.docx

3.14) Locally Developed Controls

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

The Holland Patent Central School district will utilized the following controls: 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.
Any teacher with more than 65% of their student population falling into the above categories will be assigned an additional 2 points. In no event will a teacher be assigned more than two points. Students in the aforementioned groups historically have lower assessment scores.
Teachers do not set their own rosters. In order to mitagate problematic incentives princpals make final decisions on class rosters.

This data dovetails with our goals set forth in our APPR plan and RTTT document which identifies these cohorts as areas to be addressed.
Specific targets were set in the RTTT plan submitted to SED.

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.

If a teacher has more than one LSM or SLO we will combine and average the scores proportionately based on number of students enrolled in each LSM or SLO average scores - rounding down . In no event will rounding allow a teacher's score to change categories.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Thursday, January 02, 2014

Page 1

4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list.

(Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	32
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

Structured reviews of lesson plans, student portfolios and other teacher artifacts	28

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

see attachment

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

assets/survey-uploads/12179/529376-eka9yMJ855/Holland Patent 4.5_1.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	3.5-4
Effective: Overall performance and results meet NYS Teaching Standards.	2.5-3.4
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	1.5-2.4
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	1-1.4

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	2
4.6) Observations of Probationary Teachers | Informal/Short	(No response)
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?

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers | Formal/Long	2
4.7) Observations of Tenured Teachers | Informal/Short	(No response)
4.7) Observations of Tenured Teachers | Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013
Updated Friday, July 05, 2013

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.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Friday, December 13, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/529378-Df0w3Xx5v6/TEACHER IMPROVEMENT PLAN.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of Annual Professional Performance Reviews
A. Bargaining unit members who are otherwise subject to the new State Evaluation Standards and APPR process are entitled to file a

local appeal of each individual evaluation that results in an “ineffective” or “developing” rating only and/or an improvement plan relating to such an evaluation, consistent with the procedures set forth herein.
B. The opportunity of appeal under this section is limited to a one- time opportunity relating to each evaluation. The individual must raise all substantive and procedural issues in his or her appeal with respect to the particular evaluation and/or related improvement plan at the time that the appeal is initially filed, or those issues are otherwise waived and not subject to appeal at a later time. A teacher may not, for example, first bring an appeal based on the substance of an evaluation, then an appeal challenging the procedure or adherence to the standards, and then a separate appeal to challenge the issuance of an improvement plan.
C. Any appeal relating to an evaluation and/or improvement plan must be submitted in writing to the Superintendent within fifteen (15) calendar days of the receipt of the final evaluation, and must set forth the nature of the objection to the evaluation and/or improvement plan.
D. In cases where the Superintendent is the evaluator and/or initiator of the improvement plan that is the subject of an appeal, the Superintendent shall designate an Appeal Officer to hear the appeal.

E. The written appeal must include the specific reason for the appeal.
F. The appeal shall be decided on the evaluation and/or improvement plan record alone. No hearing is required, nor shall additional information or evidence be considered by the appeal officer.
G. The evaluator or originator of the evaluation and/or improvement plan shall submit a written response to the appeal within fifteen (15) calendar days of the appeal to the Superintendent or his/her designee.
H. A decision shall be issued by the Superintendent and/or his/her designee within fifty (50) calendar days of receipt of the appeal. The decision must explain in detail the rationale for the decision of the Superintendent or his/her designee concerning the appeal.
I. The written appeal and the determination in the appeal, including all related information, will be included in the respective teacher’s personnel file.
J. The decision by the Superintendent or his/her designee with respect to such appeals shall be final and binding, and not otherwise subject to the grievance and/or arbitration provisions contained within the collective bargaining agreement by and between the parties, or to review in any other forum including the Commissioner and/or the courts.

K. The timelines set forth in this Appeals Procedure shall be strictly enforced. A failure to bring an appeal within the established timelines set forth above will be deemed otherwise waived, and not otherwise subject to review in any other forum including the Commissioner or the courts.

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

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

Duration and Nature of Training Provided to Evaluators and Lead Evaluators
(a) The "lead evaluator" is the administrator who is primarily responsible for a teacher’s evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher.
(b) All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall include application and use of the State-approved teacher practice rubric(s) selected by the District for use in evaluations.
(c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.
(d) Evaluators will complete training offered by the company supporting the Rubric approved by the State Education Department and selected by the APPR team.
(e) Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting classroom observations/evaluations or school visits as part of an annual professional performance review under Chapter 103 prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review.

(9) Required Certificates
The District shall include with this APPR Plan any certifications required by the law or regulations upon the completion of collective negotiations with the bargaining agent of the covered teachers.

(10) recertification of lead evaluators will occur each summer through the use of BOCES trained staff. The Board of Education will then recertify upon recommendation of the superintendent.

(11) As part of the training each evaluator will be trained in the rubric for rater reliability over the school year.

(12) Training will be conducted in June and July and will continue throughout the school year.

(13) Duration of training sessions is 6 days at 3.5 hours each session done at OHM BOCES in accordance with NYS regulations

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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Updated Friday, October 24, 2014

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.

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

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

n/a
K-5
6-8
9-12
n/a
n/a
n/a

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

Please check the boxes below:

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

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

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

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

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

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

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

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, October 16, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	K-5	(d) measures used by district for teacher evaluation	Star Reading and Math Enterprises, OHM BOCES K-2 developed ELA/Math Assessments
	6-8	(d) measures used by district for teacher evaluation	Star Reading/Math Enterprise
	9-12	(d) measures used by district for teacher evaluation	NYS Regents Comprehensive ELA Assessment and NYS Algebra I Common Core

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	See attached chart For STAR Enterprise Assessments Renaissance Learning will provide the student growth percentile for each student. Principal HEDI scores will be based on the mean SGP for students in the principal's building. For BOCES developed and Regent's Assessments principal's HEDI scores will be based off the mean student score for student's in the principal's building on the listed assessment. For multiple measures the HEDI score will be determined for each measure and those scores will be weighted proportionately based on the number of students.Students in common core courses will take the Common Core Algebra Regent's Assessment. For ELA, students are taking the Comprehensive Regent's Assessment. Beginning in 2015-16 students will take the Common Core ELA REgent's Assessment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or	See upload in 8.1

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

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

(No response)

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

assets/survey-uploads/12190/529380-qBFVOWF7fC/8.1.docx

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

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

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

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

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

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

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

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

The Holland Patent Central School district will utilized the following controls: 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.
Any principal with more than 65% of their student population falling into the above categories will be assigned an additional 2 points. At no time will more than 2 points be assigned. Students in the aforementioned groups historically have lower assessment scores. Principals have no control who enroll in the district therefore there are no problematic incentives.

This data dovetails with our goals set forth in our APPR plan and RTTT document which identifies these cohorts as areas to be addressed.
Specific targets were set in the RTTT plan submitted to SED.

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
8.5) Assurances | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check

8.5) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, January 02, 2014

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	32

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.	28

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

see attachment

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

assets/survey-uploads/12205/529381-pMADJ4gk6R/Holland Patent 9.7 and Goal Setting Sheet_1.docx

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

Highly Effective: Overall performance and results exceed standards.	3.5-4
Effective: Overall performance and results meet standards.	2.5-3.4
Developing: Overall performance and results need improvement in order to meet standards.	1.5-2.4
Ineffective: Overall performance and results do not meet standards.	1-1.4

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60

Effective	57-58
Developing	50-56
Ineffective	0-49

9.8) School Visits

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

Probationary Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, June 06, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Friday, December 13, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/12168/529383-Df0w3Xx5v6/ADMINISTRATIVE IMPROVEMENT PLAN.doc

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

) Appeals of Annual Professional Performance Reviews

Appeal of Administrator Evaluation and/or Improvement Plan
1. Bargaining unit members who are otherwise subject to the new State Evaluation Standards and APPR process are entitled to file a local appeal of each individual evaluation that results in an “ineffective” or “developing” rating only and/or an improvement plan relating to such an evaluation, consistent with the procedures set forth herein.
2. The opportunity of appeal under this section is limited to a one-time opportunity relating to each evaluation. The individual must raise all substantive and procedural issues in his or her appeal with respect to the particular evaluation and/or related improvement plan at the time that the appeal is initially filed, or those issues are otherwise waived and not subject to appeal at a later time. An administrator may not, for example, first bring an appeal based on the substance of an evaluation, then an appeal challenging the procedure or adherence to the standards, and then a separate appeal to challenge the issuance of an improvement plan.

3. Any appeal relating to an evaluation and/or improvement plan must be submitted in writing to the Superintendent within fifteen (15) calendar days of the receipt of the final evaluation, and must set forth the nature of the objection to the evaluation and/or improvement plan.

4. In all cases where the Superintendent is either the evaluator and/or initiator of the improvement plan that is the subject of an appeal, the Superintendent shall designate an Appeal Officer to hear the appeal. The Superintendent also retains the discretion to designate an Appeal Officer to hear any other individual appeal and/or all other appeals that are filed under this procedure. The designated Appeals Officer shall be an individual who is not under the immediate day-to-day supervision of the Superintendent, e.g. the Assistant Superintendent shall not serve in such a capacity.

5. The written appeal must include the specific reason for the appeal.

6. The appeal shall be decided on the evaluation and/or improvement plan record alone. No hearing is required, nor shall additional information or evidence be considered by the appeal officer.

7. The evaluator or originator of the evaluation and/or improvement plan shall submit a written response to the appeal within fifteen (15) calendar days of the appeal to the Superintendent or his/her designee.

8. A decision shall be issued by the Superintendent and/or his/her designee within fifty (50) calendar days of receipt of the appeal. The decision must explain in detail the rationale for the decision of the Superintendent or his/her designee concerning the appeal.

9. The written appeal and the determination in the appeal, including all related information, will be included in the respective administrator’s personnel file.

10. The decision by the Superintendent or his/her designee with respect to such appeals shall be final and binding, and not otherwise subject to the grievance and/or arbitration provisions contained within the collective bargaining agreement by and between the parties, or to review in any other forum including the Commissioner and/or the courts.

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

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

) Duration and Nature of Training Provided to Evaluators and Lead Evaluators BOCES training (8 days of 4 hours of each training and refresher training each year.)
(a) The "lead evaluator" is the administrator who is primarily responsible for a administrator evaluation under Chapter 103. The term "evaluator" shall include any Central Office Administrator who conducts an observation or evaluation of an administrator.
(b) All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall include application and use of the State-approved principal practice rubric(s) selected by the District for use in evaluations.
(c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.
(d) Evaluators will complete training offered by the company supporting the Rubric approved by the State Education Department and selected by the APPR team.
(e) Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting classroom observations/evaluations or school visits as part of an annual professional performance review under Chapter

103 prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review.
(f) recertification of lead evaluators will occur each summer through the use of BOCES trained staff. The Board of Education will then recertify upon recommendation of the superintendent.

(g) As part of the training each evaluator will be trained in the rubric for interrater reliability over time.

(h) Training will be conducted in June and July and will continue throughout the school year.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Thursday, January 16, 2014

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12.1)Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

assets/survey-uploads/12158/529384-3Uqgn5g9Iu/joint certification.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.

Student Growth Measures

Rating	Points	Percent of Students Meeting Growth Measure
Highly Effective	20	87 – 100%
Highly Effective	19	72 – 86%
Highly Effective	18	57 – 71%
Effective	17	55-56%
Effective	16	53-54%
Effective	15	51-52%
Effective	14	49-50%
Effective	13	47-48%
Effective	12	45-46%
Effective	11	43-44%
Effective	10	41-42%
Effective	9	39-40%
Developing	8	36-38%
Developing	7	33-35%
Developing	6	30-32%
Developing	5	27-29%
Developing	4	24-26%
Developing	3	21-23%
Ineffective	2	16 -20%
Ineffective	1	8-15%
Ineffective	0	0 – 7%

*The teacher will set the SLO target for each student within their specific population based on applicable baseline data (SLO pre-assessment and/or other applicable data such as individual student reading level, past state assessment performance, etc.). The Building Superintendent will approve individual student targets.

*The Teacher score in the Student Growth Measure will be determined by calculating the total percent of students who meet or exceed the individual student growth target. This percent is then converted into a HEDI rating using the above table.

Task 3.3

Teacher Local Score Calculation
HEDI Conversion Chart
Student Growth Percentiles STAR

HEDI Rating	HEDI Score	Mean Growth Percentile
Highly Effective	15	83 – 99
Highly Effective	14	65.1 – 82
Effective	13	60.1 – 65
Effective	12	54.9 – 60
Effective	11	49.7 – 54.8
Effective	10	44.5 – 49.6
Effective	9	39.3 – 44.4
Effective	8	34.1 – 39.2
Developing	7	30.9 – 34
Developing	6	27.7 – 30.8
Developing	5	24.5 – 27.6
Developing	4	21.3 – 24.4
Developing	3	18.1 – 21.2
Ineffective	2	13 – 18
Ineffective	1	7 – 12
Ineffective	0	1 – 6

*NOTE: The percentiles listed in the “Mean Growth Percentile” column are the minimum percentiles necessary to receive the corresponding HEDI point values.

Teacher Local Score Calculation
HEDI Conversion Chart
Student Growth Percentiles STAR

HEDI Rating	HEDI Score	Mean Growth Percentile
Highly Effective	20	87.9 – 99
Highly Effective	19	76.5 – 87.8
Highly Effective	18	65.1 – 76.4
Effective	17	61.7 – 65
Effective	16	58.1 – 61.6
Effective	15	54.7 – 58
Effective	14	51.2 – 54.6
Effective	13	47.7 – 51.1
Effective	12	44.3 – 47.6
Effective	11	40.9 – 44.2
Effective	10	37.5 – 40.8
Effective	9	34.1 – 37.4
Developing	8	31.6 – 34
Developing	7	29.1 – 31.5
Developing	6	26.6 – 29
Developing	5	24.1 – 26.5
Developing	4	21.6 – 24
Developing	3	19 – 21.5
Ineffective	2	13 – 18
Ineffective	1	7 – 12
Ineffective	0	1 – 6

*NOTE: The percentiles listed in the “Mean Growth Percentile” column are the minimum percentiles necessary to receive the corresponding HEDI point values.
* NOTE: This 20 point conversion chart will be used until the Value-Added model is implemented.

Task 3.13

Teacher Local Score Calculation
HEDI Conversion Chart
Mean Student Scores

HEDI Rating	HEDI Score	Mean Student Score
Highly Effective	20	95.9 – 100
Highly Effective	19	91.5 – 95.8
Highly Effective	18	87.1 – 91.4
Effective	17	85 – 87
Effective	16	82.5 – 84.9
Effective	15	80 – 82.4
Effective	14	77.5 – 79.9
Effective	13	75 – 77.4
Effective	12	72.5 – 74.9
Effective	11	70 – 72.4
Effective	10	67.5 – 69.9
Effective	9	65 – 67.4
Developing	8	64 – 64.9
Developing	7	62.2 – 63.9
Developing	6	60.4 – 62.1
Developing	5	58.6 – 60.3
Developing	4	56.8 – 58.5
Developing	3	55 – 56.7
Ineffective	2	38 – 54.9
Ineffective	1	19 – 37
Ineffective	0	0 – 18

*NOTE: Scores listed in the “Mean Student Score” column are the minimum scores necessary to receive the corresponding HEDI point values.

Teacher Local Score Calculation
HEDI Conversion Chart
Percentage of Students Meeting/Exceeding Achievement Targets for NYS 8th Grade Science Assessment

HEDI Rating	HEDI Score	% Meeting/Exceeding Target
Highly Effective	20	95.9 – 100
Highly Effective	19	91.5 – 95.8
Highly Effective	18	87.1 – 91.4
Effective	17	85 – 87
Effective	16	82.5 – 84.9
Effective	15	80 – 82.4
Effective	14	77.5 – 79.9
Effective	13	75 – 77.4
Effective	12	72.5 – 74.9
Effective	11	70 – 72.4
Effective	10	67.5 – 69.9
Effective	9	65 – 67.4
Developing	8	64 – 64.9
Developing	7	62.2 – 63.9
Developing	6	60.4 – 62.1
Developing	5	58.6 – 60.3
Developing	4	56.8 – 58.5
Developing	3	55 – 56.7
Ineffective	2	38 – 54.9
Ineffective	1	19 – 37
Ineffective	0	0 – 18

*NOTE: Scores listed in the “% Meeting/Exceeding Target” column are the minimum percentages necessary to receive the corresponding HEDI point values.

Task 3.13

Teacher Local Score Calculation
HEDI Conversion Chart
Student Growth Percentiles STAR

HEDI Rating	HEDI Score	Mean Growth Percentile
Highly Effective	20	87.9 – 99
Highly Effective	19	76.5 – 87.8
Highly Effective	18	65.1 – 76.4
Effective	17	61.7 – 65
Effective	16	58.1 – 61.6
Effective	15	54.7 – 58
Effective	14	51.2 – 54.6
Effective	13	47.7 – 51.1
Effective	12	44.3 – 47.6
Effective	11	40.9 – 44.2
Effective	10	37.5 – 40.8
Effective	9	34.1 – 37.4
Developing	8	31.6 – 34
Developing	7	29.1 – 31.5
Developing	6	26.6 – 29
Developing	5	24.1 – 26.5
Developing	4	21.6 – 24
Developing	3	19 – 21.5
Ineffective	2	13 – 18
Ineffective	1	7 – 12
Ineffective	0	1 – 6

*NOTE: The percentiles listed in the “Mean Growth Percentile” column are the minimum percentiles necessary to receive the corresponding HEDI point values.

FINAL TEACHER CONVERSION CHART FOR (60%) RUBRIC SCORE

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

Rubric Score to Sub-Component Conversion Chart
Total Average Rubric Score (based on combined observation and portfolio scores)

Ineffective 0-49	
1	0
1.1	12
1.2	25
1.3	37
1.4	49
Developing 50-56	
1.5	50
1.6	50
1.7	51
1.8	52
1.9	52
2	53
2.1	54
2.2	54
2.3	55
2.4	56
Effective 57-58	
2.5	57
2.6	57
2.7	57
2.8	57
2.9	57
3	58
3.1	58
3.2	58
3.3	58
3.4	58
Highly Effective 59-60	
3.5	59
3.6	59
3.7	59
3.8	59
3.9	60
4	60

SCORING PROCESS FOR EVALUATIONS

A 1-4 rubric score will be assigned to each observation using the following calculation:

1) Domains 1 and 4 are weighted 15% each - there are 6 components (a-f) scored on a 4 point scale.
(a + b + c + d + e + f) /6= average (per domain)
average x .15 = domain score

2) Domain 2 and 3 are weighted 35% each - there are 5 components (a-e) scored on a 4 point scale.
(a + b + c + d + e)/5 = average (per domain)
average x .35 = score

3) Domain 1 score + Domain 2 score + Domain 3 score + Domain 4 score = 1-4 observation score (assigned per observation)

*The 1-4 score for each evaluation will be averaged to obtain a final 1-4 observation score which will be weighted 32 out of 60 points.

SCORING PROCESS FOR PORTFOLIO

The portfolio will be assigned a 1-4 score which will be weighted 28 out of 60 points.

The portfolio is based on domains 1 and 4 of the Charlotte Danielson 2007 rubric. Seven sections of the portfolio will each be assigned a 1-4 score. If a teacher does not submit an artifact for a particular section of the portfolio, they will receive a 0. The scores (0-4) for each section of the portfolio will be added together to obtain a raw score from 0-28. This score from 0-28 will be converted to a 1-4 score using the scale below. This final 1-4 portfolio score will be weighted 28 out of 60 points.

RAW PORTFOLIO SCORE (0-28) TO RUBRIC SCORE (1-4) CONVERSION CHART

0 – 7 converts to a 1
8 – 14 converts to a 2
15 – 21 converts to a 3
22 – 28 converts to a 4

FINAL RUBRIC SCORE

The weighted 1-4 observation score will be added to the weighted 1-4 portfolio score to assign a final 1-4 score which will be converted to a 0-60 HEDI score using the conversion chart found on page 1. We round down in accordance with the legislation and teachers will not be able to change HEDI rating categories based on rounding rules.

TEACHER IMPROVEMENT PLAN (TIP) PROCESS

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

The TIP is used exclusively for those teachers whose annual teacher evaluation composite score is rated "developing" or "ineffective". The final evaluation must be based on at least two formal evaluations completed by the principal during the current school year. The evaluations include evidence from all four Domains and encompasses much more than the formal observations (e.g. informal observations, etc.).

A TIP is completed collegially between the teacher whose rating is "developing" or "ineffective" and supervising administrator. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

The TIP should be developed any time after the final evaluation has been completed but no later than the tenth (10th) day of the new school year. The TIP should be structured around each of the four Domains. TIP goals/activities should be structured so that no more than four-five at a time are addressed. The following should be included on the TIP:

- A timeframe for accomplishment
- Success measures
- Clear support from the administrator/designee
- Date of future meetings

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

TEACHER IMPROVEMENT PLAN

CAREER LEVEL	STATUS	DATE FINAL EVALUATION SHOULD BE CONDUCTED
Non-tenured	1st year probationary	
Tenured	2nd year probationary	
Other _____	3rd year probationary	_____

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

TEACHER _____ **EMPLOYEE ID** _____ **POSITION** _____

TENURE AREA _____ **OBSERVATION DATES** _____

OBSERVER _____ **SCHOOL/LOCATION** _____

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective:

☐ Planning & Preparation ☐ Learning Environment ☐ Instructional Practice

☐ Professional Responsibilities ☐ Local/State Assessment

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the teacher's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Data results	Identified areas in need of improvement	Professional Learning Activities	How will the improvement be assessed?	Timeline

Task 8.1

Principal Local Score Calculation
HEDI Conversion Chart
Student Growth Percentiles STAR

HEDI Rating	HEDI Score	Mean Growth Percentile
Highly Effective	15	83 – 99
Highly Effective	14	65.1 – 82
Effective	13	60.1 – 65
Effective	12	54.9 – 60
Effective	11	49.7 – 54.8
Effective	10	44.5 – 49.6
Effective	9	39.3 – 44.4
Effective	8	34.1 – 39.2
Developing	7	30.9 – 34
Developing	6	27.7 – 30.8
Developing	5	24.5 – 27.6
Developing	4	21.3 – 24.4
Developing	3	18.1 – 21.2
Ineffective	2	13 – 18
Ineffective	1	7 – 12
Ineffective	0	1 – 6

*NOTE: The percentiles listed in the “Mean Growth Percentile” column are the minimum percentiles necessary to receive the corresponding HEDI point values.

Task 8.1

Principal Local Score Calculation
HEDI Conversion Chart
Student Growth Percentiles STAR

HEDI Rating	HEDI Score	Mean Growth Percentile
Highly Effective	20	87.9 – 99
Highly Effective	19	76.5 – 87.8
Highly Effective	18	65.1 – 76.4
Effective	17	61.7 – 65
Effective	16	58.1 – 61.6
Effective	15	54.7 – 58
Effective	14	51.2 – 54.6
Effective	13	47.7 – 51.1
Effective	12	44.3 – 47.6
Effective	11	40.9 – 44.2
Effective	10	37.5 – 40.8
Effective	9	34.1 – 37.4
Developing	8	31.6 – 34
Developing	7	29.1 – 31.5
Developing	6	26.6 – 29
Developing	5	24.1 – 26.5
Developing	4	21.6 – 24
Developing	3	19 – 21.5
Ineffective	2	13 – 18
Ineffective	1	7 – 12
Ineffective	0	1 – 6

*NOTE: The percentiles listed in the “Mean Growth Percentile” column are the minimum percentiles necessary to receive the corresponding HEDI point values.
* NOTE: This 20 point conversion chart will be used until the Value-Added model is implemented.

Task 8.1

Principal Local Score Calculation
HEDI Conversion Chart
Mean Student Scores

HEDI Rating	HEDI Score	Mean Student Scores
Highly Effective	15	93.7 – 100
Highly Effective	14	87.1 – 93.6
Effective	13	83.5 – 87
Effective	12	79.8 – 83.4
Effective	11	76.1 – 79.7
Effective	10	72.4 – 76
Effective	9	68.7 – 72.3
Effective	8	65 – 68.6
Developing	7	63 – 64.9
Developing	6	61 – 62.9
Developing	5	59 – 60.9
Developing	4	57 – 58.9
Developing	3	55 – 56.9
Ineffective	2	38 – 54.9
Ineffective	1	19 – 37
Ineffective	0	0 - 18

*NOTE: The scores listed in the “Mean Student Scores” column are the minimum scores necessary to receive the corresponding HEDI point values.

Task 8.1

Principal Local Score Calculation
HEDI Conversion Chart
Mean Student Scores

HEDI Rating	HEDI Score	Mean Student Scores
Highly Effective	20	95.9 – 100
Highly Effective	19	91.5 – 95.8
Highly Effective	18	87.1 – 91.4
Effective	17	85 – 87
Effective	16	82.5 – 84.9
Effective	15	80 – 82.4
Effective	14	77.5 – 79.9
Effective	13	75 – 77.4
Effective	12	72.5 – 74.9
Effective	11	70 – 72.4
Effective	10	67.5 – 69.9
Effective	9	65 – 67.4
Developing	8	64 – 64.9
Developing	7	62.2 – 63.9
Developing	6	60.4 – 62.1
Developing	5	58.6 – 60.3
Developing	4	56.8 – 58.5
Developing	3	55 – 56.7
Ineffective	2	38 – 54.9
Ineffective	1	19 – 37
Ineffective	0	0 – 18

*NOTE: The scores listed in the “Mean Student Scores” column are the minimum scores necessary to receive the corresponding HEDI point values.
* NOTE: This 20 point conversion chart will be used until the Value-Added model is implemented.

ADMINISTRATION
HOLLAND PATENT CENTRAL SCHOOL DISTRICT
OTHER MEASURES (60%)

A. Evaluation 32
B. Site Visit 5
C. Goal Setting 5
D. Portfolio 18

A - Evaluations

32 points of 60 points

Evaluations 1 and 2

For each evaluation, Domains 1-6 will be utilized. A 1-4 score will be assigned for each subcomponent that is observed. These subcomponent scores will be averaged to assign a 1-4 score for each school visit. The 1-4 score for each evaluation will be averaged to assign a final 1-4 score, which will be weighted 32 out of 60 points.

B, C, and D – Site Visit, Goal Setting, and Portfolio

Total 28 points (5 - site visits; 5 - goal setting; 18 - portfolio) of 60 points

Portfolio - 18 points

- There are 4 categories of the portfolio aligned with the domains of the Marshall Rubric.
- Principals can receive a maximum of 4.5 points for each category (Learning environment, community, administrative interaction and communication).
- Evidence is uploaded into Oasis for each category of the portfolio and the evaluators assess the quality of the artifacts uploaded and assign the scores. This will assign a final 18 point portfolio score.
- We are rating the portfolio artifacts in alignment with the Marshall scale and only highly effective artifacts will be accepted. If Highly Effective at the highest level, a score of 4.5 will be earned. All other artifacts will be scored at a zero.
- This will assign a final 0-18 portfolio score.

Site Visit - 5 points

- Site visit includes 5 focus areas aligned with the Marshall Rubric (Learning environment, procedures, systems, and learning, and communication).
- A maximum of 1 point is assigned to each focus area.
- We are rating the focus areas in alignment with the Marshall Rubric and only highly effective performance will be accepted. If Highly Effective at the highest level, a score of 1 will be earned. All other levels of performance will be scored at a 0.
- This will assign a final 0-5 site visit score based on the evaluators observation. If a focus area is not observed during the visit, the principal will supplement with artifacts during the site visit.

Goal Sheet - 5 points

- The goal sheet is provided by OASYS Learning, it include 2 professional development goals aligned to student performance.
- The goals are assessed based on the Marshall Rubric.
- A maximum of 2.5 points are assigned to each goal. If the goal is rated as Highly Effective, a score of 2.5 will be earned. All other levels of performance will be scored at a 0.
- This will assign a final 0-5 goal score.

The final scores for the portfolio, site visit, and goal sheet will be added together to arrive at a final raw score of 0-28, which will be converted to a 1-4 score using the conversion chart below.

0-28 Raw Score to 1-4 Rubric Score Conversion Chart

0 – 7 points converts to a 1

8 – 14 points converts to a 2

15 – 21 points converts to a 3

22 – 28 points converts to a 4

This 1-4 score will be weighted 28 out of 60 points when calculating the final 1-4 rubric score.

SCORING RANGES FOR COMBINED EVALUATION AND PORTFOLIO SCORE
Average Combined Evaluation and Portfolio Score - Composite Score Rating

3.5 – 4.0
59 - 60 Highly Effective

2.5 - 3.4
57 - 58 Effective

1.5 - 2.4
50 - 56 Developing

1 - 1.4
0 - 49 Ineffective

* To assign the final 1-4 rubric score, we will add the weighted 1-4 evaluation score to the weighted 1-4 portfolio score (i.e., ([score from 1-4] * [32/60]) + ([score from 1-4] * [28/60]) = final score from 1-4).

FINAL RUBRIC SCORE TO SUB-COMPONENT CONVERSION CHART

Total Average Rubric Score Conversion Chart for composite
Ineffective 0-49
1 0
1.1 12
1.2 25
1.3 37
1.4 49
Developing 50-56
1.5 50
1.6 50
1.7 51
1.8 52
1.9 52
2 53
2.1 54
2.2 54
2.3 55
2.4 56
Effective 57-58
2.5 57

2.6	57
2.7	57
2.8	57
2.9	57
3	58
3.1	58
3.2	58
3.3	58
3.4	58
Highly Effective 59-60	
3.5	59
3.6	59
3.7	59
3.8	59
3.9	60
4	60

Rounding rules will comply with regulations and rounding will not allow a principal to change HEDI rating categories.

ADMINISTRATIVE GOAL SETTING SHEET

ADMINITRATOR _____ **EMPLOYEE ID** _____
DATE _____

SCHOOL/LOCATION _____

After reviewing the rubric descriptions in the Administrative Evaluation Guide and thinking about your School's CDEP/PDP Plans, assess your strengths and then write up to four goals. Use this as a guide when choosing professional development. As you continuously reflect on your practice, complete the right hand column and continue to set additional goals. After discussing these goals with your direct supervisor, submit the form to him or her. This form should be used for discussions with your supervisor.

GOAL:

Domains *Rationale & suggestions for implementation*	**Data**	**Desired Result**	**Key Action**	**Timeline**	**Training**	**Status**
Diagnosis & Planning						
Priority Management & Communication						
Curriculum & Data						
Supervision, Evaluation & Professional Development						
Discipline & Parent Involvement						
Management & External Relations						

ADMINISTRATIVE IMPROVEMENT PLAN

CAREER LEVEL	STATUS	DATE – FINAL EVALUATION CONDUCTED;
Non-tenured	1st year probationary	
Tenured	2nd year probationary	
Other	3rd year probationary	_____

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

ADMINISTRATOR _____ **EMPLOYEE ID** _____ **POSITION** _____

TENURE AREA _____ **OBSERVATION DATES** _____

OBSERVER _____ **SCHOOL/LOCATION** _____

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective:

□ Diagnosis/Planning □ Priority Management Communication □ Supervision, Evaluation & Professional Development

□ Curriculum Data □ Discipline & Parent Involvement □ External Relations

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the principal's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Data results	Identified areas in need of improvement	Professional Learning Activities	How will the improvement be assessed?	Timeline

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Kathleen M. Lewis 1/14/14

Teachers Union President Signature: Date:

Ronald Hi 1/14/14

Administrative Union President Signature: Date:

C.W.P. 1/14/14

Board of Education President Signature: Date:

Ann McGlynn 1/14/14