



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

Commissioner of Education
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May 28, 2014

Revised

Dr. Ralph Marino, Superintendent
Horseheads Central School District
One Raider Lane
Horseheads, NY 14845

Dear Superintendent Marino:

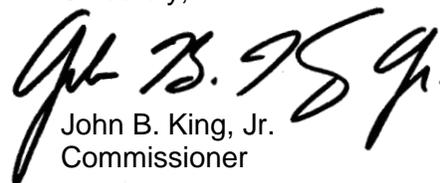
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dr. Horst Graefe

NOTE:

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

Annual Professional Performance Reviews

Created Thursday, November 07, 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 :

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

070901060000

1.2) School District Name:

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

Horseheads Central School District

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 Thursday, November 07, 2013

Updated Tuesday, May 27, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Horseheads developed Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	Horseheads developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Horseheads developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See 2.11 Horseheads Central School District Growth Model
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Average of 2-3 points earned per scoring matrix
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Average of 1-1.9 points earned per scoring matrix
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Average of 0.4-0.9 points earned per scoring matrix
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Average of 0-0.3 points earned per scoring matrix

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Horseheads developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	Horseheads developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Horseheads developed Grade 2 Math Assessment

	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.	See 2.11 Horseheads Central School District Growth Model
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Average of 2-3 points earned per scoring matrix
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Average of 1-1.9 points earned per scoring matrix
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Average of 0.4-0.9 points earned per scoring matrix
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Average of 0-0.3 points earned per scoring matrix

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	Horseheads developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Horseheads 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.	See 2.11 Horseheads Central School District Growth Model
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Average of 2-3 points earned per scoring matrix
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Average of 1-1.9 points earned per scoring matrix
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Average of 0.4-0.9 points earned per scoring matrix
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Average of 0-0.3 points earned per scoring matrix

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	Horseheads developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Horseheads developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Horseheads developed Grade 8 Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	See 2.11 Horseheads Central School District Growth Model
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Average of 2-3 points earned per scoring matrix
Effective (9 - 17 points) Results meet District goals for similar students.	Average of 1-1.9 points earned per scoring matrix
Developing (3 - 8 points) Results are below District goals for similar students.	Average of 0.4-0.9 points earned per scoring matrix
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Average of 0-0.3 points earned per scoring matrix

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Horseheads developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See 2.11 Horseheads Central School District Growth Model
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Average of 2-3 points earned per scoring matrix
Effective (9 - 17 points) Results meet District goals for similar students.	Average of 1-1.9 points earned per scoring matrix
Developing (3 - 8 points) Results are below District goals for similar students.	Average of 0.4-0.9 points earned per scoring matrix
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Average of 0-0.3 points earned per scoring matrix

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.	See 2.11 Horseheads Central School District Growth Model
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Average of 2-3 points earned per scoring matrix

Effective (9 - 17 points) Results meet District goals for similar students.	Average of 1-1.9 points earned per scoring matrix
Developing (3 - 8 points) Results are below District goals for similar students.	Average of 0.4-0.9 points earned per scoring matrix
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Average of 0.0-0.3 points earned per scoring matrix

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All students taking the Common Core aligned course Semester 2, or as a full year course, will take the Common Core Algebra 1 Regents per SED regulations in June 2014. Those students will also be allowed to take the Integrated Algebra Regents but will not be required to. We will take the higher of the two grades when calculating teacher growth. Semester 1 students will only take the Integrated Algebra Regents in January. Beyond June 2014, all student will only take the Common Core aligned Algebra 1 NY State Regents exam. See also 2.11 Horseheads Central School District Growth Model.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Average of 2-3 points earned per scoring matrix
Effective (9 - 17 points) Results meet District goals for similar students.	Average of 1-1.9 points earned per scoring matrix
Developing (3 - 8 points) Results are below District goals for similar students.	Average of 0.4-0.9 points earned per scoring matrix
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Average of 0.0-0.3 points earned per scoring matrix

2.9) High School English Language Arts

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Only the Comprehensive English Regents Exam will be administered. See 2.11 Horseheads Central School District Growth Model
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Average of 2-3 points earned per scoring matrix
Effective (9 - 17 points) Results meet District goals for similar students.	Average of 1-1.9 points earned per scoring matrix
Developing (3 - 8 points) Results are below District goals for similar students.	Average of 0.4-0.9 points earned per scoring matrix
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Average of 0.0-0.3 points earned per scoring matrix

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
ART k-4	School/BOCES-wide/group/team results based on State	NYSED Grade 4 Math and ELA Assessments
ART 5-6	School/BOCES-wide/group/team results based on State	NYSED Grade 5 & 6 Math and ELA Assessments
Art 7-8	School/BOCES-wide/group/team results based on State	NYSED Grade 7 & 8 Math and ELA Assessments
All other courses not listed	District, Regional or BOCES-developed	Horseheads District developed grade and subject specific assessments.
k-4 Reading Teachers	District, Regional or BOCES-developed	Horseheads District developed Grade level ELA assessments.
7-8 AIS Teachers	School/BOCES-wide/group/team results based on State	NYSED Grade 7 & 8 Math and ELA Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For those course not receiving a school wide measure See 2.11 Horseheads Central School District Growth Model Those courses listed above as using a school wide measure will use a building wide state provided growth score derived from the results of the NYS grade 4-8 ela and math test given in each building. The uploaded 25 to 20 point conversion chart will be used after implementation of a value added measure.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Average of 2-3 points earned per scoring matrix. The building wide State provided growth score of 18-20.
Effective (9 - 17 points) Results meet District goals for similar students.	Average of 1-1.9 points earned per scoring matrix. The building wide State provided growth score of 9-17
Developing (3 - 8 points) Results are below District goals for similar students.	Average of 0.4-0.9 points earned per scoring matrix. The building wide State provided growth score of 3-8.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Average of 0.0-0.3 points earned per scoring matrix. The building wide State provided growth score of 0-2.

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)

assets/survey-uploads/12186/747595-avH4IQNZMh/Form2_10_AllOtherCourses2_6.doc

2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/12186/747595-TXEttx9bQW/Student Progress to meet Growth Standards new _10.docx

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable

growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, December 03, 2013

Updated Friday, May 23, 2014

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Horseheads Developed Grade 4 ELA assessment
5	5) District, regional, or BOCES–developed assessments	Horseheads Developed Grade 5 ELA assessment
6	5) District, regional, or BOCES–developed assessments	Horseheads Developed Grade 6 ELA assessment
7	5) District, regional, or BOCES–developed assessments	Horseheads Developed Grade 7 ELA assessment
8	5) District, regional, or BOCES–developed assessments	Horseheads Developed Grade 8 ELA assessment

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

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

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 3.3 for general description and process The district will use the performance index calculation uploaded in 3.13 until such time that the value added model is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total score 15-14 Highly effective
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	Total score 13-8 Effective

grade/subject.

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

Total score 7-3 Developing

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

Total score 0-2 Ineffective

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	5) District, regional, or BOCES-developed assessments	Horseheads Developed Grade 4 Math assessment
5	5) District, regional, or BOCES-developed assessments	Horseheads Developed Grade 5 Math assessment
6	5) District, regional, or BOCES-developed assessments	Horseheads Developed Grade 6 Math assessment
7	5) District, regional, or BOCES-developed assessments	Horseheads Developed Grade 7 Math assessment
8	5) District, regional, or BOCES-developed assessments	Horseheads Developed Grade 8 Math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

See 3.3 for general description and process
The district will use the performance index calculation uploaded in 3.13 until such time that the value added model is implemented.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Total score 15-14 Highly effective

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Total score 13-8 Effective

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

Total score 7-3 Developing

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

Total score 2-0 Ineffective

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Horseheads Developed Grade K ELA assessment
1	5) District, regional, or BOCES–developed assessments	Horseheads Developed Grade 1 ELA assessment

2	5) District, regional, or BOCES–developed assessments	Horseheads Developed Grade 2 ELA assessment
3	5) District, regional, or BOCES–developed assessments	Horseheads Developed Grade 3 ELA assessment

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

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

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 3.13 for general description and process
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 20-18 is Highly Effective
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 17-9 is Effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 8-3 is Developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 2-0 is Ineffective

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Horseheads Developed Grade k Math assessment
1	5) District, regional, or BOCES–developed assessments	Horseheads Developed Grade 1 Math assessment
2	5) District, regional, or BOCES–developed assessments	Horseheads Developed Grade 2 Math assessment
3	5) District, regional, or BOCES–developed assessments	Horseheads Developed Grade 3 Math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See 3.13 for general description and process
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 20-18 is Highly Effective

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

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Horseheads Developed Grade 6 Science assessment
7	5) District, regional, or BOCES–developed assessments	Horseheads Developed Grade 7 Science assessment
8	5) District, regional, or BOCES–developed assessments	Horseheads Developed 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 3.13 for general description and process
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 20-18 is Highly Effective
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 17-9 is Effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 8-3 is Developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 2-0 is Ineffective

3.7) Grades 6-8 Social Studies

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

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

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

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

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 3.13 for general description and process
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 20-18 is Highly Effective
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 17-9 is Effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 8-3 is Developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 2-0 is Ineffective

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Horseheads Developed Global 1 assessment
Global 2	5) District, regional, or BOCES–developed assessments	Horseheads Developed Global 2 assessment
American History	5) District, regional, or BOCES–developed assessments	Horseheads Developed American History assessment

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

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

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 3.13 for general description and process
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 20-18 is Highly Effective
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 17-9 is Effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 8-3 is Developing

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

3.9) High School Science

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See 3.13 for general description and process
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 20-18 is Highly Effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 17-9 is Effective
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 8-3 is Developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 2-0 is Ineffective

3.10) High School Math

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

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

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

Algebra 2	5) District, regional, or BOCES–developed assessments	Horseheads Developed Algebra 2 assessment
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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.	See 3.13 for general description and process
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 20-18 is Highly Effective
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 17-9 is Effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 8-3 is Developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 2-0 is Ineffective

3.11) High School English Language Arts

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

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

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

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

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

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.	See 3.13 for general description and process
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 20-18 is Highly Effective
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 17-9 is Effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 8-3 is Developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 2-0 is Ineffective

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
k-4 AIS	5) District/regional/BOCES-developed	Horseheads Developed Grade k-4 ELA Assessment
7-8 AIS	5) District/regional/BOCES-developed	Horseheads Developed Course and Grade specific assessments
All other courses not listed below	5) District/regional/BOCES-developed	Horseheads Developed Grade/Course specific Assessment

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

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

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 3.13 for general description and process
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Total Score 20-18 is Highly Effective
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 17-9 is Effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 8-3 is Developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Total Score 2-0 is Ineffective

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/12149/823794-y92vNseFa4/Performance Index Calculation for 20 points_5.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.

Locally Developed Controls

Scores of students identified by the CSE as having a disability will be as follows, each raw score increased by a factor of 1.17. This will be done because students with disabilities, by virtue of their designation of requiring an Individualized Education Plan, have different goals and instructional supports in the educational setting in comparison to the general population. Students identified as English Language Learners and assigned to the K-12 Program for English Language Learners will have their raw scores adjusted in the same manner as students with a disability because achievement of their learning goals is compromised by their lack of facility with the English language; thus requiring different instructional supports.

No teachers score will increase by more than 2 points as a result of implementing the above mentioned locally developed controls. All class rosters will be verified and crosschecked for accuracy by an administrator, as will the new adjusted score. District will determine the course rosters.

To implement the locally developed score the teacher will multiply the students raw score (original) from the given assessment by 1.17. The result of that multiplication will be the student's new score. All scores will be rounded to the nearest whole number using the standard conventions of rounding. Rounding will not permit a teachers HEDI score to move into a higher HEDI category.

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.

The HEDI score for each local measure weighs the percentage of students in each measure as compared to their overall population. The weighted Local measure scores will be combined for an overall score. All scores will be rounded to the nearest whole number using the standard conventions of rounding. Rounding will not permit a teachers HEDI score to move into a higher HEDI category.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked

3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, December 03, 2013

Updated Tuesday, May 27, 2014

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4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching
---------------------------------------	------------------------------------

Second Rubric, if applicable	(No response)
------------------------------	---------------

4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	55
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	5

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.

Horseheads School District
Scoring Methodology for the 60% Teacher Effectiveness

The outcomes/scores of the 60% Teacher Effectiveness will be tied to an average rubric score from 1-4. Using these standard scores will make the conversion to a rating easier to understand and compute.

Each observed component of the rubric will be scored from 1-4 during each observation. If a component is observed more than once across multiple observations/artifact collection, the district will average the scores. Each final component score will be weighted according to the percentage outlined in the upload. Weighted rubric scores will be added together to result in a final 1-4 score which will be converted to a 0-60 HEDI score using the attached chart. The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value. Normal rounding rules will apply to the final 0-60 score, but in no way will rounding result in a teacher moving from one scoring band to the next.

5 of the 60 points are determined by evaluating the teacher's Individual Professional Development Plan (IDPD) using the uploaded rubric. The rubric directly reflects Danielson's Framework for teaching and the Rubric used to evaluate for the other 55 points, specifically 8 selected subcomponents from Domains 1, 2, and 4 (see upload). Teacher artifacts submitted as evidence in connection with the IDPD will be used to assign 1-4 scores to the 8 subcomponents. The subcomponent scores will be averaged. The average IDPD score will be weighted as per the upload and added to the other Weighted Rubric Scores prior to conversion to a 0-60 HEDI score.

All decimals will be rounded to whole numbers using standard conventions for rounding. When finalizing the overall HEDI score all points 0-60 are available for this section.

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/12179/823857-eka9yMJ855/3817735-4_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.	Results are well above district expectations for growth or achievement of student learning standards for grade/subject.
Effective: Overall performance and results meet NYS Teaching Standards.	Results meet district expectations for growth or achievement of student learning standards for grade/subject
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Results are below district expectations for growth or achievement of student learning standards for grade/subject
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Results are well-below district expectations for growth or achievement of student learning standards for grade/subject.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, December 03, 2013

Updated Saturday, March 08, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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, December 03, 2013

Updated Thursday, May 01, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/824471-Df0w3Xx5v6/3818212-TIP Plan Horseheads_2.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The parties agree the purpose of the appeal process is to handle all appeals in a timely and expeditious manner and to foster and nurture professional growth through the procedures and process outlined below.

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured and probationary employees who meet the appeal process criteria identified below may

use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

APPR Subject to Appeal Procedure

Any teacher receiving an over-all composite APPR rating of “ineffective” or “developing” may appeal that APPR. Ratings of “highly effective” or “effective” are not appealable.

In accordance with Education Law §3012-c, an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated discipline procedure, until the appeal process is concluded.

Grounds for an Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- a) The adherence to the Commissioner’s regulations, as applicable to such reviews;
- b) The District’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;
- c) The District’s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;
- d) The District’s failure to issue or implement the terms of the Teacher Improvement plan, where applicable, as required under Education Law §3012-c.

Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within twenty (20) calendar days after the teacher has received and signed the certified return receipt letter, or within 20 days of the issuance of the TIP. Appeals of the districts alleged failure to implement a term of the TIP must be initiated within 20 days of each alleged failure. Copies of the appeal shall be provided to the Superintendent of Schools or his/her designee and the President of the Association at the earliest possible stage.

Multiple Appeals

A teacher may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void.

Appeals Process

This appeal process shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review or improvement plan. The teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review or improvement plan, except as otherwise authorized by law.

Step 1- Written Appeal to authoring administrator

In the event that a teacher receives either an “ineffective” or “developing” on his/her overall composite score, he/she may initiate an appeal. The first step shall be initiated by the teacher by filing the written appeal to the evaluator of record within twenty (20) calendar days after receiving and signing the certified return receipt notification from his or her evaluator of record. The evaluator of record will respond in writing within seven (7) calendar days after the written appeal has been filed with a detailed explanation as to why the appeal was denied or upheld.

Step 2 – APPR Appeal Committee; the Committee make up shall be:

- a) One administrative representative (current or recently retired administrator) certified to conduct evaluations, appointed by the Superintendent. The administrator appointed shall not be the evaluator of record of the evaluation.
- b) One teacher representative (current or recently retired teacher) that has been trained in the agreed upon Rubric and APPR process appointed by the President of the Horseheads Teacher’s Organization.

If the teacher is unsatisfied with the Step 1 written appeal, he/she may file a Step 2 appeal. Such appeal must be filed within seven (7)

calendar days after receipt of the Step 1 appeal. Within fifteen (15) calendar days after receiving the Step 2 appeal, the Appeal Committee shall hold a meeting on the appeal. Either side may make oral arguments and or present material(s) to support or reject the appeal.

Formal rules of evidence shall not apply. Within ten (10) calendar days after the completion of the meeting, the APPR Appeal Committee shall reach its finding. The determination may be to deny the appeal; to sustain the appeal and grant the remedy sought; or sustain the appeal and modify the remedy. If consensus is not reached, the Committee shall write up the opposing viewpoints. Findings from the Appeal Committee shall be submitted to the Lead Evaluator, the teacher, the Horseheads Teacher's Association President, and the Superintendent.

Step 3 –Appeal to the Superintendent

Within seven (7) calendar days of the receipt of the APPR Appeal Committee Level 2 response, if a teacher is not satisfied with such response, the teacher may submit a written appeal to the Superintendent.

Within seven (7) calendar days of receiving the appeal from the teacher, the Superintendent (or his/her designee) shall issue a written determination to the teacher, the Teachers' Association President and the Lead Evaluator. The determination may be to deny the appeal; to sustain the appeal and grant the remedy sought; or sustain the appeal and modify the remedy.

The Superintendent's decision is final and binding.

Records

The entire appeal record will be part of the teacher's APPR.

After entering or noting a document into the record at Step 1 of the appeals process, the District shall maintain copies of all the documents/information for all further steps of the appeals process.

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.

Evaluator and Staff Training

The District will annually certify all lead evaluators as qualified to conduct teacher observations/evaluations under §3012-c and Commissioner's Regulation 30-2. The District will provide training (no less than 4 hours) to evaluators and lead evaluators through the GST BOCES RTTT Evaluator Training Program or any other approved/certified training program. It is understood that any administrator who is regularly assigned to the District and has been certified as qualified to conduct teacher observations may do teacher observations. In subsequent years, the District shall inform the HTA of those Administrators who are certified to do observations prior to the Board taking action to approve them as Evaluators.

If a school building has more than one administrator, then the Lead Evaluator shall do at least one formal observation and shall complete the annual Learning Framework Summative Assessment. Whenever possible, the Lead Evaluator may rotate each year.

All professional staff subject to the District's APPR plan will be provided with an orientation or training on the evaluation system that will include: a review of the content and use of the evaluation system; the NYS Teaching Standards; the District's teacher practice rubric; forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted within 30 calendar days of the beginning of each subsequent school year for newly hired staff or within 30 days of hire for staff hired during the school year.

Inter-Rater Reliability

Lead evaluators will maintain inter-rater reliability over time. Evaluators and lead evaluators will be trained through the GST BOCES RTTT Evaluator Training Program or any other approved/certified training program. Training will consist of the 9 required elements outlined in the Regents Rules section 30-2.9. The evaluator will record all events in a training log that will be kept for proof of ongoing training. The log will be submitted at the end of each school year and kept as record of training.

Recertification for evaluators and lead evaluators will be approved by the Board of education yearly with an approved evaluator training log being submitted by each evaluator or lead evaluator.

6.5) Assurances -- Evaluators

Please check the boxes below:

• Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, December 03, 2013

Updated Tuesday, May 27, 2014

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

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

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

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

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

5-6
7-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
PreK - 4	State assessment	NYS Grade 3 & 4 ELA & Math
PreK - 4	District, regional, or BOCES-developed	Horseheads Developed Grade k, 1, & 2 Math and ELA 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.	Local assessment scores for; math and ela k-2, plus Grade 3 math and ela 3 score plus, the SPG for Grade 4. All points 0-20 will be available. The state provided growth score for 4th grade will be weighted proportionally with the results from the SLO's based on the number of students within each SLO. For the slo's in grades k-3 individual growth target will be set in accordance with districts expectation using the uploaded document using base line data. For SLO's grades k-3 individual student growth will be set by the District expectations as illustrated on the attached chart using baseline data. All points will be available using the attached process to assign points.
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Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	see upload 7.3
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	see upload 7.3
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	see upload 7.3
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	see upload 7.3

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

assets/survey-uploads/12156/824827-lha0DogRNw/Student Progress to meet Growth Standards new for principals _5.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to	Checked

effectively differentiate educator performance in ways that improve student learning and instruction.

7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range. Checked

7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. Checked

8. Local Measures (Principals)

Created Tuesday, December 03, 2013

Updated Friday, May 23, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5-6	(d) measures used by district for teacher evaluation	Horseheads developed grade 5 & 6 ELA, Math, Science and Social Studies Assessments
7-8	(d) measures used by district for teacher evaluation	Horseheads developed grade 7 & 8 ELA, Math, Science and Social Studies Assessments
9-12	(d) measures used by district for teacher evaluation	All Regents exams administered in the building (NYS Integrated/Common Core Regents, NYS Comprehensive ELA Regents)

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The district will use the performance index calculation uploaded in 8.2 until such time that the value added model is implemented. All students taking the Common Core aligned course Semester 2, or as a full year course, will take the Common Core Algebra 1 Regents per SED regulations in June 2014. Those students will also be allowed to take the Integrated Algebra Regents but will not be required to. We will take the higher of the two grades when calculating principal growth. Semester 1 students will only take the Integrated Algebra Regents in January. Beyond June 2014, all student will only take the Common Core aligned Algebra 1 NY State Regents exam. The HEDI process is described in upload 8.1.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15- 14 Highly effective
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13-8 effective

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

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

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/12190/824862-qBFVOWF7fC/Performance Index Calculation for 15 points for principals_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.

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
PreK - 4	(d) measures used by district for teacher evaluation	Horseheads Developed Grade K, 1, 2, 3 & 4 ELA 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.	See 8.2
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-18 Highly Effective
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17-9 Effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8-3 Developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2-0 Ineffective

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

(No response)

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

assets/survey-uploads/12190/824862-T8MIGWUVm1/Performance Index Calculation for 20 points for principals_1.docx

8.3) Locally Developed Controls

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

incentives associated with the controls or adjustments.

Locally Developed Controls

Scores of students identified by the CSE as having a disability will be adjusted as follows, each raw score increased by a factor of 1.17. This will be done because students with disabilities, by virtue of their designation of requiring an Individualized Education Plan, have different goals and instructional supports in the educational setting in comparison to the general population. Students identified as English Language Learners and assigned to the K-12 Program for English Language Learners will have their raw scores adjusted in the same manner as students with a disability because achievement of their learning goals is compromised by their lack of facility with the English language; thus requiring different instructional supports.

No principals score will increase by more than 2 points as a result of implementing the above mentioned locally developed controls.

All class rosters will be verified and crosschecked for accuracy by a district administrator, as will the new adjusted score. District administration will determine all building rosters.

To implement the locally developed score the principals will multiply the students raw score (original) from the given assessment by 1.17. The result of that multiplication will be the student's new score. All scores will be rounded to the nearest whole number using the standard conventions of rounding. Rounding will not permit a principals HEDI score to move into a higher HEDI category.

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, December 03, 2013

Updated Wednesday, April 23, 2014

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9.1) Principal Practice Rubric

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

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

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

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The principal's rating will drive how many points the principal will receive toward the composite score. In this subcomponent, the principal should first be rated according to the rubric, that rating would determine where the principal falls in the HEDI categories, and then the points are applied. For example, a principal that scores 3.0 on the rubric would translate to a score in the "effective" range. The principal would then receive 58 points toward the composite score.

The total number of assigned points shall be allocated to the domains/standards in the rubric as follows:

- *Domain 1-Shared Vision of Learning: 5 points
- *Domain 2-School Culture and Instructional Program: 15 points
- *Domain 3-Safe, Efficient, Effective Learning Environment: 14 points
- *Domain 4-Community: 15 points
- *Domain 5-Integrity, Fairness, and Ethics: 10 points
- *Domain 6-Political, Social, Economic, Legal and Cultural Context: 1 point

Each observed component of the rubric will be scored from 1-4 during each school visit. If a component is observed more than once across multiple visits/artifact collection, the district will average the scores. The final component scores will be averaged together to result in a domain score. Each final domain score will be weighted according to the points outlined. Weighted rubric scores will be added together to result in a final 1-4 score which will be converted to a 0-60 score using the attached chart. The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value. Normal rounding rules will apply to the final 0-60 score, but in no way will rounding result in a principal moving from one scoring band to the next.

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/12205/824887-pMADJ4gk6R/Principal conversion scale_1.docx

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

Highly Effective: Overall performance and results exceed standards.	Overall performance and results exceed standards. Overall performance and results exceed standards. Principal score of 60-59
Effective: Overall performance and results meet standards.	Overall performance and results meet standards. Overall performance and results meet standards. Principal score of 58-57
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet standards. Overall performance and results need improvement in order to meet standards. Principal score of 56-50
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet standards. Overall performance and results are well below standards. Principal score of 49-0

Please provide the locally-negotiated 60 point scoring bands.

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

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 Wednesday, December 04, 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	60-59
Effective	58-57
Developing	56-50
Ineffective	49-0

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 Wednesday, December 04, 2013

Updated Monday, May 19, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/827918-Df0w3Xx5v6/4631372-Principal Improvement Plan_1.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Upon rating a principal as ineffective or developing, a Principal Improvement Plan (PIP) designed to rectify perceived or demonstrated deficiencies shall be developed and commenced no later than ten (10) school days from the opening of classes in the school year following the performance year. The principal and the Lead Evaluator or designee, shall develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.

3. Specific improvement action steps/activities.
 4. A reasonable time line for achieving improvement.
 5. Required and accessible resources.
 6. The manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
- B. The principal may invite Association representation to any meetings associated with a PIP.

VIII. Appeals Process

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

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

B. Appeals of annual professional performance reviews for tenured principals may be brought for ineffective or developing. Appeals of annual professional performance reviews for non-tenured principals may be brought for ineffective.

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

D. All appeals shall be filed in writing and submitted to the Superintendent's Office.

E. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives his/her final and complete annual professional performance review.

F. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

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

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

I. If the Principal is not satisfied with the district's response, then within fifteen (15) business days of the district's response, an Appeal Committee consisting of one representative chosen by the superintendent and one chosen by the Principal shall review the original appeal. Within fifteen business days, the Committee shall review the appeal and issue a decision. If the Committee is in agreement on the determination of the appeal, the Committee's decision shall be final and binding. The Committee must either uphold or deny the

appeal. A copy of the decision shall be provided to the Principal and the Superintendent.

J. If the Committee members cannot agree on the appeal, the appeal shall be moved to the BOCES District Superintendent, or designee, for final review and decision. Within fifteen (15) business days of the decision from the appeal committee, the BOCES District Superintendent shall review all materials submitted on the appeal and issue a written decision. The District Superintendent must either uphold or deny the appeal and provide rationale supporting his/her decision. A copy of the decision shall be provided to the Principal and the Superintendent. The BOCES District Superintendent's, or designee's, decision is binding and final.

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

L. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.

M. The entire appeal record will be part of the Principal's APPR. After entering or noting a document into the record of the appeals process, the District shall maintain copies of all the documents/information for all further steps of the appeals process.

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

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

The Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize various offerings for the training of evaluators, including the GST BOCES Network Team evaluator/ lead evaluator training, NYSCOSS and other professional organization, in accordance with SED procedures and processes. The training will occur on a monthly basis throughout the school year with the total training time commensurate with SED expectations. Lead evaluator training will include training on:

- 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;
- 4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice;
- 5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
- 6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;
- 7) Use of the Statewide Instructional Reporting System;
- 8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the principal's overall rating and their subcomponent ratings; and
- 9) Specific considerations in principals of English language learners and students with disabilities.

Upon completion of the initial training for evaluators/lead evaluators, administrators will be certified as lead evaluators. Administrators responsible for principal evaluation will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators. This training will support the continued growth in understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up training will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the principal performance evaluation process. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability of evaluators over time.

the Board of Education will annually certify all lead evaluators upon presentation of the evidence that they have completed the required training. The APPR training log will be the evidence presented.

The District will provide training (no less than 4 hours) to evaluators and lead evaluators through the GST BOCES RTTT Evaluator Training Program or any other approved/certified training program.

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 Monday, December 16, 2013

Updated Wednesday, May 28, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/861193-3Uqgn5g9Iu/52814signoff.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.

Form 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
k-8 Special Education where teacher is not Sole provider of instruction(resource room teachers)	<input type="radio"/> State-approved 3rd party assessment <input type="radio"/> State Assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	AIMSWeb
3-12 Special Education classroom where the teacher is the sole provider of instruction for a given subject	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NY State Grade level/ course specific Assessment, All applicable NYS Regents Assessments NYS Integrated/Common core Algebra 1 regents, comprehensive ELA regents
9-12 Special Education classrooms where AIMSWeb is not used for IEP goals.	<input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> School/BOCES-wide/group/team results based on State	Horseheads developed course specific assessment
K-2 Special Education classrooms where the teacher is the	<input type="radio"/> State-approved 3rd party assessment <input type="radio"/> State Assessment	AIMSWeb

sole provider of instruction for Math & ELA	<input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	
---------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------	--

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>The student's individual growth target will be based on their IEP AIMSWeb Goal as established by the committee for special education. The individual growth targets will be established using base line data.</p> <p>For those students where AIMSWeb is not used, the District, with teacher input, will use baseline data to set individual growth targets for each student of the teacher's student roster(s).</p> <p>HEDI points will be awarded based on the percentage of students that meet the established growth target.</p> <p>All points 0-20 will be available.</p> <p>(All students taking the Common Core aligned course Semester 2, or as a full year course, will take the Common Core Algebra 1 Regents per SED regulations in June 2014. Those students will also be allowed to take the Integrated Algebra Regents but will not be required to. We will take the higher of the two grades when calculating teacher growth. Semester 1 students will only take the Integrated Algebra Regents in January. Beyond June 2014, all student will only take the Common Core aligned Algebra 1 NY State Regents exam.</p> <p>(See conversion chart 75% scale in 2.11)</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>86% to 100% of students meet target.</p>

Effective (9 - 17 points) Results meet District goals for similar students.	85% to 55% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	54% to 30% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	29% to 0% of students meet target

Horseheads Central School District Growth Model

All teachers, except those receiving a State Provided Growth Scores or those whose score will be based on the State Provided Growth Score for the building, will have their growth score calculated using the following method. Teachers will administer approved pretests and posttests. Each student is expected to demonstrate growth of at least 1 performance level. For those students that start at a level 4 it is expected that the student will remain at a level 4.

Methodology:

Teacher A has 6 courses. Of the 6 course, 4 are needed to reach the 50% threshold to meet SED regulations for Student Learning Objectives. All students in the 4 courses that count for the teachers growth score will take both a pretest and a posttest. Courses are selected based on the student enrollment. The course with the highest enrollment will be selected first with the subsequent courses being added, based on enrollment, until 50% until of total enrollment has been met

Students are placed in a scoring band based on their performance on a district approved pretest. The score is then compared with the score from the posttest.

Score	0 – 40	41 – 64	65 – 84	85 – 100
Performance Level	1	2	3	4
Student Progress to meet Growth Standards				
Performance Level	End 1	End 2	End 3	End 4
Start 1	0	1	2	3
Start 2	0	1	2	3
Start 3	0	0	1	2
Start 4	0	0	1	2

HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
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Example: Teacher A has 4 sections, 200 students total

TARGET: (As approved by Administration)	ACTUAL RESULT	POINTS	FINAL RATING
<p>All students will demonstrate growth from a pretest to a post test of at least one performance level. For those students that start at a level 4 it is expected that the student will remain at a level 4.</p> <p>All pre/post tests will be approved by the District and follow our pre/posttest parameters.</p>	1) 30 began at level 1, and ended at level 3.	1) 30 students X 2 points each = 60 points	<p>Average points = 325 points divided by 200 students</p> <p>$325/200 = 1.625$</p> <p>All scores will be rounded to the nearest tenth based on common rounding standards.</p> <p>1.6 from the matrix below would be a score of 14 out of 20.</p>
	2) 30 began at level 2, and ended at level 3.	2) 30 students X 2 points each = 60 points	
	3) 15 began at level 4, and ended at level 4.	3) 15 students X 2 points each = 30 points	
	4) 50 began at level 3, and ended at level 3.	4) 50 students X 1 point each = 50 points	
	5) 50 began at level 3, and ended at level 4.	5) 50 students X 2 points each = 100 points	
	6) 25 began at level 2, and ended at level 2.	6) 25 students X 1 point each = 25 points	

Conversion Matrix:

0-2 ineffective, 3-8 developing, 9-17 effective, 18-20 highly effective

0	1	2	3	4	5	6
0	0.2	0.3	0.4	0.5	0.6	0.7
7	8	9	10	11	12	13
0.8	0.9	1	1.1	1.2	1.3	1.4
14	15	16	17	18	19	20
1.6	1.7	1.8	1.9	2	2.5	3

The scores indicated are the minimum score needed to achieve the corresponding HEDI points.

20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95 - 10 0 %	91 - 94 %	86 - 90 %	84 - 85 %	82 - 83 %	79 - 81 %	76 - 78 %	73 - 75 %	70 - 72 %	66 - 69 %	60 - 65 %	55 - 59 %	53 - 54 %	51 - 52 %	46 - 50 %	41 - 45 %	36 - 40 %	30 - 35 %	21 - 29 %	11 - 20 %	0 - 10 %

75% Scale to be used for Special Education

After administering AIMSweb as a pre-test to determine baseline data, the district, with teacher input, will set individual growth targets for each student on the teacher's student roster. Following the post test HEDI points will be awarded based on the percentage of students that meet the established growth target.

25 pt.

20 pt. conversion

Highly Effective	25	20
	24	20
	23	19
	22	18
Effective	21	17
	20	17
	19	16
	18	16
	17	15
	16	15
	15	14
	14	13
	13	12
	12	11
Developing	11	10
	10	9
	9	8
	8	8
	7	7
	6	6
Ineffective	5	5
	4	4
	3	3
	2	2
	1	1
	0	0

Performance Index Calculation (15 points)

Assessment Score	Performance Level
0-54	1
55-64	2
65-84	3
85-100	4

$$\frac{((\# \text{ students scoring } 2,3,4) + (\# \text{ students scoring } 3,4)) \times 7.5}{\# \text{ of students tested}}$$

Teachers and administrators will meet to set achievement targets. Locally developed assessments will be scored as follows:

Assessment Score Performance Level

0-54 = 1

55-64 = 2

65-84 = 3

85-100 = 4

Each student will be assigned a score from 1-4 based on their individual performance on a final assessment. The individual 1-4 student scores will then be applied to the applicable formula to determine a teacher's HEDI score.

$((\# \text{ students scoring } 2,3,4) + (\# \text{ students scoring } 3,4)) \times 7.5$
divided by # of students tested

All scores will be rounded to the nearest whole number using the standard conventions of rounding. Rounding will not permit a teachers HEDI score to move into a higher HEDI category.

When value added is implemented we will use the 15 point calculation for all teacher's receiving a State Provided Growth Score

Performance Index Calculation (20 points)

Assessment Score	Performance Level
0-54	1
55-64	2
65-84	3
85-100	4

$$\frac{((\# \text{ students scoring 2,3,4}) + (\# \text{ students scoring 3,4})) \times 10}{\# \text{ of students tested}}$$

Teachers and administrators will meet to set achievement targets. Locally developed and Regents assessments will be scored as follows:

Assessment Score Performance Level

0-54 = 1

55-64 = 2

65-84 = 3

85-100 = 4

Each student will be assigned a score from 1-4 based on their individual performance on a final assessment. The individual 1-4 student scores will then be applied to the applicable formula to determine a teacher's HEDI score.

$((\# \text{ students scoring 2,3,4}) + (\# \text{ students scoring 3,4})) \times 10$
divided by # of students tested

All scores will be rounded to the nearest whole number using the standard conventions of rounding. Rounding will not permit a teachers HEDI score to move into a higher HEDI category.

The 20 point calculation will be used for all teachers until such time that value added is implemented.

Evaluation Category and Definition <i>Required</i>		Components <i>Required</i>	Weight <i>Required</i>	Average Score	Frequency (formal, informal, walk-through) <i>Optional</i>	Weighted component score <i>Required</i>		
All teachers in same category		Instructional Practice	N/A		N/A	60%		
	Domain 1	1a (4)	.07	3	1 formal, 1 informal, 1 walkthrough	.21		
		1b (2)	.03	3		.09		
		1c (2)	.03	3		.09		
		1d (2)	.03	3		.09		
		1e (4)	.07	3		.21		
		1f (4)	.07	2		.14		
	Domain 2	2a (2)	.03	2.67 (2,3,3)		.08		
		2b (4)	.07	3 (3,3,3)		.21		
		2c (4)	.07	2.67 (2,3,3)		.19		
		2d (2)	.03	3 (3,3,3)		.09		
		2e (2)	.03	3 (3,3,3)		.09		
	Domain 3	3a (3)	.05	3 (3,3,3)		.15		
		3b (2)	.03	2.33 (2,2,3)		.07		
		3c (6)	.1	3 (3,3,3)		.30		
		3d (4)	.07	2.33 (2,2,3)		.16		
		3e (3)	.05	3 (3,3,3)		.15		
	Domain 4	4a (1)	.02	3		.06		
		4b (1.5)	.03	1		.03		
		4c (.25)	.004	2		.01		
		4d (.25)	.004	2		.01		
		4e (1.5)	.03	3		.09		
		4f (.75)	.01	3		.03		
	Ind. Prof. Dev. Plan	(5)	.08	4		.32		
		Student Growth	N/A			N/A	40%	
	Total Rubric score					2.87≈2.9		
	Conversion score					57.8≈58		

The teachers HEDI score for the 60% classified as Other Measures of Teacher Effectiveness would be:

58 out of 60

Each observed component of the rubric will be scored from 1-4 during each observation. If a component is observed more than once across multiple observations/artifact collection, the district will average the scores. Each final component score will be weighted according to the percentage outlined in the upload. Weighted rubric scores will be added together to result in a final 1-4 score which will be converted to a 0-60 HEDI score using the attached chart. The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value. Normal rounding rules will apply to the final 0-60 score, but in no way will rounding result in a teacher moving from one scoring band to the next.

5 of the 60 points are determined by evaluating the teacher's Individual Professional Development Plan (IDPD) using the uploaded rubric. The rubric directly reflects Danielson's Framework for teaching and the Rubric used to evaluate for the other 55 points, specifically 8 selected subcomponents from Domains 1, 2, and 4 (see upload). Teacher artifacts submitted as evidence in connection with the IDPD will be used to assign 1-4 scores to the 8 subcomponents. The subcomponent scores will be averaged. The average IDPD score will be weighted as per the upload and added to the other Weighted Rubric Scores prior to conversion to a 0-60 HEDI score.

Rubrics for Enhancing Professional Practice: A Framework for Teaching

Danielson Rubric

Danielson Performance Level	SED Performance Level	Rating
Unsatisfactory	Ineffective	1
Basic	Developing	2
Proficient	Effective	3
Distinguished	Highly Effective	4

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44

1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.
3.2		58.
3.3		58
3.4		58.
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

POSSIBLE POINTS	Ineffective	Developing	Effective	Highly Effective
	1	2	3	4
Uncovering Goals	"does" goal setting in order to be in compliance with mandates	completes goal setting activities to satisfy external expectations and assumptions about the connection between teacher practice and student Achievement	engages in the goal setting process as part of own professional improvement as related to improving student achievement	embraces the goal setting process as part of ongoing work to improve student Achievement
	operates from own opinion and perceptions without attending to building or district vision or data	considers data gathered about student achievement in isolation of the school and district vision	works with others to consider the school vision and student needs, as well as information gathered about teacher practice and student achievement	works with others to consider the school vision and student needs, as well as information gathered about teacher practice and student Achievement
	extracts goals from own interests	establishes goals that focus on improving teacher practices and student achievement	creates goals that connect changes in teaching practices to student achievement	generates goals that maximize the teacher's role in improving student achievement
	goals are isolated action steps, unaligned to a goal that can actually be worked toward	goals are broad, general, aspirational statements that are too big to be assessed	goals are stated in ways that allow progress toward them to be assessed	goals are expressed in statements that are both actionable and measurable
Taking Action	refers in general to working toward goals, but is unable to articulate related steps or strategies	identifies a series of individual actions for each goal without specifying whether to goals are long or short Term	creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term	defines an action plan that clearly differentiates between short and long term goals and their associated steps and strategies

changes goals to better match what is currently happening or uses what is happening to rationalize giving up	adjusts goals and actions based upon instinct and self-perception	monitors and refines goals and action steps based on formative assessment of evidence collected	seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress to support revisions to the Goals
--------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Evaluating and Reflecting	documentation is a beginning and end event and focuses on restating actions taken and noting obstacles to goal Achievement	sporadically documents thinking related to key moments, obstacles or Achievements	periodically details own thinking and reactions to the progress made, obstacles encountered, and insights or questions that arise	throughout the implementation of the action plan, systematically details and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered and unintended consequences
	categorically claims goal attainment or uses failure to meet goals as evidence that goal setting process does not work	evaluates goals and goal attainment based on own impressions of what success should have looked like and what was actually achieved	evaluates goals and goal attainment by assessing evidence off success, establishing the degree to which the goal has been met, and determining next steps	taps the perspectives of those who supported the initial data analysis to help evaluate goal attainment and related impact on learning by assessing evidence of success, establishing the degree to which the goal has been achieved, and determine next steps

Each of the 8 areas will be scored on using the rubric above. The average of the 8 subcomponent scores will then be input into the 0-60 point scoring sheet (page 1 of upload 4.5)

The Rubric above correlates to the Danielson Framework for teaching as follows:

Uncovering Goals – Components 1c, 2d, 1e, 4d, 4e & 4f

Taking Action – Components 1c, 1e, 4a, 4e & 4f

Evaluating and Reflecting – Components 4a, 4d, 4e & 4f

Horseheads Central School District
Teacher Improvement Plan

NAME _____

Building _____

Administrator _____

DATE Of TIP Plan _____

Area(s) in need
Of improvement

Performance goals, expectations
benchmarks, standards

Timelines

Measurement of
Improvement

Periodic Reviews

District support
(PD, materials,
Resources, etc.)

Horseheads Central School District Growth Model

All principals, except those receiving a State Provided Growth Scores, will have their growth score calculated using the following method. Approved pretests and posttests will be administered. Each student is expected to demonstrate growth of at least 1 performance level. For those students that start at a level 4 it is expected that the student will remain at a level 4.

Methodology:

Students from each grade level will be used to calculate principal's scores. The grade levels will be selected starting with State Provided Growth Scores from 4th Grade, followed by 3rd Grade ELA & Math, and finally the next highest grade enrollment based on enrollment, until 30% until of total enrollment has been met.

Students are placed in a scoring band based on their performance on a district approved pretest. The score is then compared with the score from the posttest.

Score	0 – 40	41 – 64	65 – 84	85 – 100
Performance Level	1	2	3	4

Student Progress to meet Growth Standards				
Performance Level	End 1	End 2	End 3	End 4
Start 1	0	1	2	3
Start 2	0	1	2	3
Start 3	0	0	1	2
Start 4	0	0	1	2

Example: Grade level 200 students total

TARGET: (As approved by Administration)	ACTUAL RESULT	POINTS	FINAL RATING
<p>All students will demonstrate growth from a pretest to a post test of at least one performance level. For those students that start at a level 4 it is expected that the student will remain at a level 4.</p> <p>All pre/post tests will be approved by the District and follow our pre/posttest parameters.</p>	1) 30 began at level 1, and ended at level 3.	1) 30 students X 2 points each = 60 points	<p>Average points = 325 points divided by 200 students</p> <p>$325/200 = 1.625$</p> <p>All scores will be rounded to the nearest tenth based on common rounding standards.</p> <p>1.6 from the matrix below would be a score of 14 out of 20.</p>
	2) 30 began at level 2, and ended at level 3.	2) 30 students X 2 points each = 60 points	
	3) 15 began at level 4, and ended at level 4.	3) 15 students X 2 points each = 30 points	
	4) 50 began at level 3, and ended at level 3.	4) 50 students X 1 point each = 50 points	
	5) 50 began at level 3, and ended at level 4.	5) 50 students X 2 points each = 100 points	
	6) 25 began at level 2, and ended at level 2.	6) 25 students X 1 point each = 25 points	

Conversion Matrix:

0-2 ineffective, 3-8 developing, 9-17 effective, 18-20 highly effective

0	1	2	3	4	5	6
0	0.2	0.3	0.4	0.5	0.6	0.7
7	8	9	10	11	12	13
0.8	0.9	1	1.1	1.2	1.3	1.4
14	15	16	17	18	19	20
1.6	1.7	1.8	1.9	2	2.5	3

The scores indicated are the minimum score needed to achieve the corresponding HEDI points.

Performance Index Calculation (15 points)

Assessment Score	Performance Level
0-54	1
55-64	2
65-84	3
85-100	4

$$\frac{((\# \text{ students scoring } 2,3,4) + (\# \text{ students scoring } 3,4)) \times 7.5}{\# \text{ of students tested}}$$

Administrators will meet to set achievement targets.
Locally developed assessments will be scored as follows:

Assessment Score Performance Level

0-54 = 1

55-64 = 2

65-84 = 3

85-100 = 4

Each student will be assigned a score from 1-4 based on their individual performance on a final assessment. The individual 1-4 student scores will then be applied to the applicable formula to determine a principal's HEDI score.

$((\# \text{ students scoring } 2,3,4) + (\# \text{ students scoring } 3,4)) \times 7.5$
divided by # of students tested

All scores will be rounded to the nearest whole number using the standard conventions of rounding. Rounding will not permit a principals HEDI score to move into a higher HEDI category.

When value added is implemented we will use the 15 point calculation for all principal's receiving a State Provided Growth Score

Performance Index Calculation (20 points)

Assessment Score	Performance Level
0-54	1
55-64	2
65-84	3
85-100	4

$$\frac{((\# \text{ students scoring } 2,3,4) + (\# \text{ students scoring } 3,4)) \times 10}{\# \text{ of students tested}}$$

Administrators will meet to set achievement targets.

Locally developed and Regents assessments will be scored as follows:

Assessment Score Performance Level

0-54 = 1

55-64 = 2

65-84 = 3

85-100 = 4

Each student will be assigned a score from 1-4 based on their individual performance on a final assessment. The individual 1-4 student scores will then be applied to the applicable formula to determine a principal's HEDI score.

$((\# \text{ students scoring } 2,3,4) + (\# \text{ students scoring } 3,4)) \times 10$
divided by # of students tested

All scores will be rounded to the nearest whole number using the standard conventions of rounding. Rounding will not permit a principals HEDI score to move into a higher HEDI category.

The 20 point calculation will be used for all principals until such time that value added is implemented.

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7

1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.
3.2		58.
3.3		58
3.4		58.
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Principal Improvement Plan

Name of Principal _____

School Building _____

Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

Evidence to be provided for Goal Achievement:

Assessment Summary:

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:

[Handwritten Signature] 5/28/14

Teachers Union President Signature: Date:

[Handwritten Signature] 5/28/14

Administrative Union President Signature: Date:

[Handwritten Signature] 5/28/14

Board of Education President Signature: Date:

[Handwritten Signature] 5/28/14