



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

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Acting Commissioner of Education  
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April 8, 2015

**Revised**

Douglas Scofield, Superintendent  
Iroquois Central School District  
P.O. Box 32  
2111 Girdle Road  
Elma, NY 14059-0032

Dear Superintendent Scofield:

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,

Elizabeth R. Berlin  
Acting Commissioner

Attachment

c: David O'Rourke

**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 Tuesday, April 30, 2013

Updated Friday, August 01, 2014

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## 1

### 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 : 141301060000

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

141301060000

#### 1.2) School District Name: IROQUOIS CSD

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

Iroquois 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 districts, BOCES, or charter schools that did not have an approved APPR plan in the previous school year, 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 previous 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: 04/30/2013

Last updated: 03/23/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### Page 1

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

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

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

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

#### **2.1) Assurances**

Please check the boxes below:

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

#### **STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)**

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

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

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

*If no State assessment or Regents exam exists:*

- District-determined assessments from list of State-approved 3<sup>rd</sup> 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 3<sup>rd</sup> party assessments
- District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
- School- or BOCES-wide, group or team results based on State assessments

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	District developed Kindergarten assessment in ELA
1	District, regional, or BOCES-developed assessment	District developed grade 1 assessment in ELA
2	District, regional, or BOCES-developed assessment	District developed grade 2 assessment in ELA

	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.	<p>Pretests will be given to students at the beginning of the school year to establish a baseline. The baseline information will be used by the SLO committee to select individual or class growth targets. The same type of target will be used for the same teachers in the same grade and subject. The teachers will set and the Superintendent will approve the growth targets. The targets will be set within 8 weeks of the start of the course.</p> <p>HEDI points will be allocated to the teachers based on the percentage of students meeting or exceeding their individual/class growth targets.</p> <p>The district reserve the right to review all targets and require additional changes and is responsible for ensuring that targets represent one years grade level growth.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See 2.11 attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See 2.11 attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See 2.11 attachment

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See 2.11 attachment
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**2.3) Grades K-3 Math**

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	District developed Kindergarten assessment in Math
1	District, regional, or BOCES-developed assessment	District developed grade 1 assessment in Math
2	District, regional, or BOCES-developed assessment	District developed grade 2 assessment in Math

	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.	<p>Pretests will be given to students at the beginning of the school year to establish a baseline. The baseline information will be used by the SLO committee to select individual or class growth targets. The same type of target will be used for the same teachers in the same grade and subject. The teachers will set and the Superintendent will approve the growth targets. The targets will be set within 8 weeks of the start of the course.</p> <p>HEDI points will be allocated to the teachers based on the percentage of students meeting or exceeding their individual/class growth targets.</p> <p>The district reserve the right to review all targets and require additional changes and is responsible for ensuring that targets represent one years grade level growth.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See 2.11 attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See 2.11 attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See 2.11 attachment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See 2.11 attachment

**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
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6	District, regional or BOCES-developed assessment	District developed grade 6 science assessment
7	District, regional or BOCES-developed assessment	District 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.	<p>Pretests will be given to students at the beginning of the school year to establish a baseline. The baseline information will be used by the SLO committee to select individual or class growth targets. The same type of target will be used for the same teachers in the same grade and subject. The teachers will set and the Superintendent will approve the growth targets. The targets will be set within 8 weeks of the start of the course.</p> <p>HEDI points will be allocated to the teachers based on the percentage of students meeting or exceeding their individual/class growth targets.</p> <p>The district reserve the right to review all targets and require additional changes and is responsible for ensuring that targets represent one years grade level growth.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See 2.11 attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See 2.11 attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See 2.11 attachment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See 2.11 attachment

## 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	District developed grade 6 social studies assessment
7	District, regional or BOCES-developed assessment	District developed grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	District 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.	<p>Pretests will be given to students at the beginning of the school year to establish a baseline. The baseline information will be used by the SLO committee to select individual or class growth targets. The same type of target will be used for the same teachers in the same grade and subject. The teachers will set and the Superintendent will approve the growth targets. The targets will be set within 8 weeks of the start of the course.</p> <p>HEDI points will be allocated to the teachers based on the percentage of students meeting or exceeding their individual/class growth targets.</p> <p>The district reserve the right to review all targets and require additional changes and is responsible for ensuring that targets represent one years grade level growth.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11 attachment
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11 attachment
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11 attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11 attachment

## 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	District 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.	<p>Pretests will be given to students at the beginning of the school year to establish a baseline. The baseline information will be used by the SLO committee to select individual or class growth targets. The same type of target will be used for the same teachers in the same grade and subject. The teachers will set and the Superintendent will approve the growth targets. The targets will be set within 8 weeks of the start of the course.</p> <p>HEDI points will be allocated to the teachers based on the percentage of students meeting or exceeding their individual/class growth targets.</p> <p>The district reserve the right to review all targets and require additional changes and is responsible for ensuring that targets represent one years grade level growth.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11 attachment
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11 attachment
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11 attachment

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11 attachment
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**2.7) High School Science Regents Courses**

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Pretests will be given to students at the beginning of the school year to establish a baseline. The baseline information will be used by the SLO committee to select individual or class growth targets. The same type of target will be used for the same teachers in the same grade and subject. The teachers will set and the Superintendent will approve the growth targets. The targets will be set within 8 weeks of the start of the course.</p> <p>HEDI points will be allocated to the teachers based on the percentage of students meeting or exceeding their individual/class growth targets.</p> <p>The district reserve the right to review all targets and require additional changes and is responsible for ensuring that targets represent one years grade level growth.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11 attachment
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11 attachment
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11 attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11 attachment

**2.8) High School Math Regents Courses**

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

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Pretests will be given to students at the beginning of the school year to establish a baseline. The baseline information will be used by the SLO committee to select individual or class growth targets. The same type of target will be used for the same teachers in the same grade and subject. The teachers will set and the Superintendent will approve the growth targets. The targets will be set within 8 weeks of the start of the course. HEDI points will be allocated to the teachers based on the percentage of students meeting or exceeding their individual/class growth targets.</p> <p>When both the 2005 standards regents and common core regents exams are offered the District will administer both regents exams but will administer the common core regents per NYS guidelines. When students take a common core regents exam and a 2005 standards regents exam for the same course the higher for the two scores will be used for APPR purposes so long as allowed by SED. The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year's grade level growth.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>See 2.11 attachment</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>See 2.11 attachment</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>See 2.11 attachment</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>See 2.11 attachment</p>

## 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	District developed grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	District developed grade 10 ELA assessment
Grade 11 ELA	Regents assessment	Regents Assessment (common core ELA / 2005 standards based ELA)

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 in addition to the Common Core English Regents, or just the latter, how the HEDI process will be adjusted accordingly.



and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Pretests will be given to students at the beginning of the school year to establish a baseline. The baseline information will be used by the SLO committee to select individual or class growth targets. The same type of target will be used for the same teachers in the same grade and subject. The teachers will set and the Superintendent will approve the growth targets. The targets will be set within 8 weeks of the start of the course.</p> <p>HEDI points will be allocated to the teachers based on the percentage of students meeting or exceeding their individual/class growth targets.</p> <p>The district reserve the right to review all targets and require additional changes and is responsible for ensuring that targets represent one years grade level growth.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11 attachment
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11 attachment
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11 attachment

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. [Click here for a downloadable copy of Form 2.10. \(MS Word\)](#)

(No response)

### 2.11) HEDI Tables or Graphics

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/1490786-TXEttx9bQW/2.11 upload HEDI conversion 0-20.pdf>

### 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.

Adjustments to a teacher's HEDI score will be made for students with disabilities.

Such adjustments are warranted in light of the unusually high percentage of students within the student population of the District and the reconstructive issues associated with providing appropriate instructional services to these students.

Instructional expectations and goals will be held constant for all students, including students with disabilities. The adjustments will be focused on measuring results following the same general model and approach used by SED.

If greater than 60% for the students on a teachers roster are special education students then the teacher shall receive 2 additional points to their HEDI score not to exceed 20 points.

In order to mitigate potentially problematic incentives associated with such controls the district ensure the teacher does not set their own roster. No teacher's score will be adjusted by more than 2 points.

### 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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

### 3. Local Measures (Teachers)

Created: 04/30/2013

Last updated: 03/23/2015

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For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

#### Page 1

#### **Locally Selected Measures of Student Achievement or Growth**

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

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

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

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

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

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

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#### **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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> 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	District developed grade 4 assessment in ELA
5	5) District, regional, or BOCES-developed assessments	District developed grade 5 assessment in ELA
6	5) District, regional, or BOCES-developed assessments	District developed grade 6 assessment in ELA
7	5) District, regional, or BOCES-developed assessments	District developed grade 7 assessment in ELA
8	5) District, regional, or BOCES-developed assessments	District developed grade 8 assessment in ELA

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Pretests will be given to students at the beginning of the school year to establish a baseline. The baseline information will be used by district committee to select individual or class growth targets. The same type of target will be used for the same teachers in the same grade and subject. The teachers will set and the Superintendent will approve the growth targets. The targets will be set within 8 weeks of the start of the course. HEDI points will be allocated to the teachers based on the percentage of students meeting or exceeding their individual/class growth targets. The district reserve the right to review all targets and require additional changes and is responsible for ensuring that targets represent one years grade level growth.</p>
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 attachment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 attachment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 attachment

### 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	District developed grade 4 math assessment
5	5) District, regional, or BOCES-developed assessments	District developed grade 5 math assessment
6	5) District, regional, or BOCES-developed assessments	District developed grade 6 math assessment
7	5) District, regional, or BOCES-developed assessments	District developed grade 7 math assessment
8	5) District, regional, or BOCES-developed assessments	District 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.	<p>Pretests will be given to students at the beginning of the school year to establish a baseline. The baseline information will be used by district committee to select individual or class growth targets. The same type of target will be used for the same teachers in the same grade and subject. The teachers will set and the Superintendent will approve the growth targets. The targets will be set within 8 weeks of the start of the course.</p> <p>HEDI points will be allocated to the teachers based on the percentage of students meeting or exceeding their individual/class growth targets.</p> <p>The district reserve the right to review all targets and require additional changes and is responsible for ensuring that targets represent one years grade level growth.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 attachment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 attachment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 attachment

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

See 3.3 attachment

### 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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/1490787-rhJdBgDruP/3.3 upload HEDI conversation 0-15 & 0-20.pdf>

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

### 3.4) Grades K-3 ELA

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	District developed Kindergarten ELA assessment
1	5) District, regional, or BOCES-developed assessments	District developed grade 1 ELA assessment
2	5) District, regional, or BOCES-developed assessments	District developed grade 2 ELA assessment
3	5) District, regional, or BOCES-developed assessments	District 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.	<p>Pretests will be given to students at the beginning of the school year to establish a baseline. The baseline information will be used as a measure of student performance from one of the following options selected by district committee (for option 1 &amp; 2) and approved by the superintendent:</p> <ol style="list-style-type: none"> <li>1. Achievement: HEDI points will be allocated based upon the percent of students achieving and agreed upon percentage on the post assessment. Achievement is at least a level 3/65% or higher.</li> <li>2. Subgroup: HEDI points will be allocated based upon the percentage of students meeting or exceeding the individual growth targets of a specific subgroup. The subgroups, SWD, Economically Disadvantaged, or ELL, will be using a baseline on the subgroup and have individual growth targets. The district reserve the right to review all targets and require additional changes and is responsible for ensuring that targets represent one years grade level growth.</li> </ol> <p>The teachers will set and the Superintendent will approve the growth/achievement targets. The targets will be set within 8 weeks of the start of the course.</p> <p>The same type of target will be used for the same teachers in the same grade and subject.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13 attachment
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13 attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13 attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13 attachment

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	District developed Kindergarten math assessment
1	5) District, regional, or BOCES-developed assessments	District developed grade 1 math assessment
2	5) District, regional, or BOCES-developed assessments	District developed grade 2 math assessment
3	5) District, regional, or BOCES-developed assessments	District 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.	<p>Pretests will be given to students at the beginning of the school year to establish a baseline. The baseline information will be used as a measure of student performance from one of the following options selected by district committee and approved by the superintendent:</p> <ol style="list-style-type: none"> <li>1. Achievement: HEDI points will be allocated based upon the percent of students achieving and agreed upon percentage on the post assessment. Achievement is at least a level 3/65% or higher.</li> <li>2. Subgroup: HEDI points will be allocated based upon the percentage of students meeting or exceeding the individual growth targets of a specific subgroup. The subgroups, SWD, Economically Disadvantaged, or ELL, will be using a baseline on the subgroup and have individual growth targets. The district reserve the right to review all targets and require additional changes and is responsible for ensuring that targets represent one years grade level growth.</li> </ol> <p>The teachers will set and the Superintendent will approve the growth/achievement targets. The targets will be set within 8 weeks of the start of the course.</p> <p>The same type of target will be used for the same teachers in the same grade and subject.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13 attachment
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13 attachment
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13 attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13 attachment

### 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	District developed grade 6 science assessment

7	5) District, regional, or BOCES-developed assessments	District developed grade 7 science assessment
8	5) District, regional, or BOCES-developed assessments	District 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.	<p>Pretests will be given to students at the beginning of the school year to establish a baseline. The baseline information will be used as a measure of student performance from one of the following options selected by district committee and approved by the superintendent:</p> <ol style="list-style-type: none"> <li>1. Achievement: HEDI points will be allocated based upon the percent of students achieving and agreed upon percentage on the post assessment. Achievement is at least a level 3/65% or higher.</li> <li>2. Subgroup: HEDI points will be allocated based upon the percentage of students meeting or exceeding the individual growth targets of a specific subgroup. The subgroups, SWD, Economically Disadvantaged, or ELL, will be using a baseline on the subgroup and have individual growth targets.</li> </ol> <p>The district reserve the right to review all targets and require additional changes and is responsible for ensuring that targets represent one years grade level growth.</p> <p>The teachers will set and the Superintendent will approve the growth/achievement targets. The targets will be set within 8 weeks of the start of the course.</p> <p>The same type of target will be used for the same teachers in the same grade and subject. .</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13 attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13 attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13 attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13 attachment

### 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	District developed grade 6 social studies assessment
7	5) District, regional, or BOCES-developed assessments	District developed grade 7 social studies assessment
8	5) District, regional, or BOCES-developed assessments	District developed grade 8 social studies assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Pretests will be given to students at the beginning of the school year to establish a baseline. The baseline information will be used as a measure of student performance from one of the following options selected by district committee and approved by the superintendent:</p> <ol style="list-style-type: none"> <li>1. Achievement: HEDI points will be allocated based upon the percent of students achieving and agreed upon percentage on the post assessment. Achievement is at least a level three/65% or higher.</li> <li>2. Subgroup: HEDI points will be allocated based upon the percentage of students meeting or exceeding the individual growth targets of a specific subgroup. The subgroups, SWD, Economically Disadvantaged, or ELL, will be using a baseline on the subgroup and have individual growth targets. The district reserve the right to review all targets and require additional changes and is responsible for ensuring that targets represent one years grade level growth.</li> </ol> <p>The teachers will set and the Superintendent will approve the growth/achievement targets. The targets will be set within 8 weeks of the start of the course.</p> <p>The same type of target will be used for the same teachers in the same grade and subject.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13 attachment</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13 attachment</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13 attachment</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13 attachment</p>

### 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	District developed Global 1 assessment
Global 2	5) District, regional, or BOCES-developed assessments	District developed Global 2 assessment
American History	5) District, regional, or BOCES-developed assessments	District 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.	<p>Pretests will be given to students at the beginning of the school year to establish a baseline. The baseline information will be used as a measure of student performance from one of the following options selected by district committee and approved by the superintendent:</p> <ol style="list-style-type: none"> <li>1. Achievement: HEDI points will be allocated based upon the percent of students achieving and agreed upon percentage on the post assessment. Achievement is at least a level three/65% or higher.</li> <li>2. Subgroup: HEDI points will be allocated based upon the percentage of students meeting or exceeding the individual growth targets of a specific subgroup. The subgroups, SWD, Economically Disadvantaged, or ELL, will be using a baseline on the subgroup and have individual growth targets.</li> </ol> <p>The district reserve the right to review all targets and require additional changes and is responsible for ensuring that targets represent one years grade level growth.</p> <p>The teachers will set and the Superintendent will approve the growth/achievement targets. The targets will be set within 8 weeks of the start of the course.</p> <p>The same type of target will be used for the same teachers in the same grade and subject.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13 attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13 attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13 attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13 attachment

### 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	District developed Living Environment assessment
Earth Science	5) District, regional, or BOCES-developed assessments	District developed Earth Science assessment
Chemistry	5) District, regional, or BOCES-developed assessments	District developed Chemistry assessment
Physics	5) District, regional, or BOCES-developed assessments	District 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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Pretests will be given to students at the beginning of the school year to establish a baseline. The baseline information will be used as a measure of student performance from one of the following options selected by district committee and approved by the superintendent:</p> <ol style="list-style-type: none"> <li>1. Achievement: HEDI points will be allocated based upon the percent of students achieving and agreed upon percentage on the post assessment. Achievement is at least a level 3/65% or higher.</li> <li>2. Subgroup: HEDI points will be allocated based upon the percentage of students meeting or exceeding the individual growth targets of a specific subgroup. The subgroups, SWD, Economically Disadvantaged, or ELL, will be using a baseline on the subgroup and have individual growth targets.</li> </ol> <p>The district reserve the right to review all targets and require additional changes and is responsible for ensuring that targets represent one years grade level growth.</p> <p>The teachers will set and the Superintendent will approve the growth/achievement targets. The targets will be set within 8 weeks of the start of the course.</p> <p>The same type of target will be used for the same teachers in the same grade and subject.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13 attachment</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13 attachment</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13 attachment</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13 attachment</p>

### 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	District developed Algebra 1 assessment
Geometry	5) District, regional, or BOCES-developed assessments	District developed Geometry assessment
Algebra 2	5) District, regional, or BOCES-developed assessments	District developed Algebra 2 assessment

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Pretests will be given to students at the beginning of the school year to establish a baseline. The baseline information will be used as a measure of student performance from one of the following options selected by district committee and approved by the superintendent:</p> <ol style="list-style-type: none"> <li>1. Achievement: HEDI points will be allocated based upon the percent of students achieving and agreed upon percentage on the post assessment. Achievement is at least a level 3/65% or higher.</li> <li>2. Subgroup: HEDI points will be allocated based upon the percentage of students meeting or exceeding the individual growth targets of a specific subgroup. The subgroups, SWD, Economically Disadvantaged, or ELL, will be using a baseline on the subgroup and have individual growth targets.</li> </ol> <p>The district reserve the right to review all targets and require additional changes and is responsible for ensuring that targets represent one years grade level growth.</p> <p>The teachers will set and the Superintendent will approve the growth/achievement targets. The targets will be set within 8 weeks of the start of the course.</p> <p>The same type of target will be used for the same teachers in the same grade and subject.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13 attachment</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13 attachment</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13 attachment</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13 attachment</p>

### 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	District developed grade 9 ELAassessment
Grade 10 ELA	5) District, regional, or BOCES-developed assessments	District developed grade 10 ELA assessment
Grade 11 ELA	5) District, regional, or BOCES-developed assessments	District developed Grade 11 ELA assessment

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

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

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



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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Pretests will be given to students at the beginning of the school year to establish a baseline. The baseline information will be used as a measure of student performance from one of the following options selected by district committee and approved by the superintendent:</p> <ol style="list-style-type: none"> <li>1. Achievement: HEDI points will be allocated based upon the percent of students achieving and agreed upon percentage on the post assessment. Achievement is at least a level 3/65% or higher.</li> <li>2. Subgroup: HEDI points will be allocated based upon the percentage of students meeting or exceeding the individual growth targets of a specific subgroup. The subgroups, SWD, Economically Disadvantaged, or ELL, will be using a baseline on the subgroup and have individual growth targets. The district reserve the right to review all targets and require additional changes and is responsible for ensuring that targets represent one years grade level growth.</li> </ol> <p>The teachers will set and the Superintendent will approve the growth/achievement targets. The targets will be set within 8 weeks of the start of the course.</p> <p>The same type of target will be used for the same teachers in the same grade and subject.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13 attachment</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13 attachment</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13 attachment</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13 attachment</p>

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

(No response)

### 3.13) HEDI Tables or Graphics

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

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/1490787-y92vNseFa4/3.13 upload HEDI conversation 0-20\\_1.pdf](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/1490787-y92vNseFa4/3.13 upload HEDI conversation 0-20_1.pdf)

### 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.

Adjustments to a teacher's HEDI score will be made for students with disabilities.

Such adjustments are warranted in light of the unusually high percentage of students within the student population of the District and the reconstructive issues associated with providing appropriate instructional services to these students.

Instructional expectations and goals will be held constant for all students, including students with disabilities. The adjustments will be focused on measuring results following the same general model and approach used by SED.

If greater than 60% for the students on a teacher's roster are special education students then the teacher shall receive 2 additional points to their HEDI score not to exceed 15/20 points.

In order to mitigate potentially problematic incentives associated with such controls the district the ensure the teacher does not set their own roster. No teacher's score will be adjusted by more than 2 points.

### 3.15) Teachers with More Than One Locally Selected Measure

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

If teachers have more than one measure, the measures will each earn a score of 0-15 or 0-20 and the district will weight each in proportion to the number of students covered by the measure to reach a single combined score for this subject.

### 3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
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
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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

# 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, February 11, 2015

## Page 1

### 4.1) Teacher Practice Rubric

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

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

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

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	39
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	21

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)
[SurveyTools.4] My Student Survey, LLC’s Survey of Teacher Practice (STeP) survey for use in grades 3-12	(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.

In using Danielson's model. Domain 1 has a weighting of 13%, Domains 2-3 are each weighted 25% with 5% coming through unannounced walkthroughs. Domain 4a is weighted 2% and other evidence is weighted 35%. We will cover all of Domain 4 in other evidence. Together they add to 100% of the 60 points. The conversion chart is attached. Each observed subcomponent is rated 1 - 4 and all subcomponents are averaged into Domain scores. Each domain, the subcomponent scores ranging from 1-4 are entered into the tally grid and converted to the overall rubric score. We understand the composite score must be reported in whole numbers. Standard rounding rules will apply and in no case will rounding move a teacher to a higher HEDI band. Multiple formal observations are averaged at the Domain level. The average rubric scores listed are the minimum necessary to obtain the corresponding HEDI scores.

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/12179/1490788-eka9yMJ855/4.5 uplaod pt assign and rating\_1.pdf

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.	Teacher performance are well above district adopted expectations for student growth and achievement.
Effective: Overall performance and results meet NYS Teaching Standards.	Teacher performance meets district adopted expectations for student growth and achievement.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teacher performance are below district adopted expectations for student growth and achievement.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teacher performance are well below district adopted expectations for student growth and achievement.

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	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	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, August 04, 2014

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall  
Composite Score

Highly Effective  
18-20  
18-20  
Ranges determined locally--see below  
91-100

Effective  
9-17  
9-17  
75-90

Developing  
3-8  
3-8  
65-74

Ineffective  
0-2  
0-2  
0-64

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

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

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

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

Overall  
Composite Score

Highly Effective  
22-25  
14-15  
Ranges determined locally--see above  
91-100

Effective  
10-21  
8-13  
75-90

Developing  
3-9  
3-7  
65-74

Ineffective  
0-2  
0-2  
0-64

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Wednesday, February 11, 2015

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. 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/5265/146700-Df0w3Xx5v6/Iroquois TIP.pdf

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### Appeals Process

A teacher is not authorized to trigger the appeal process until he or she receives a composite score. Depending on the assessment used, a score may not be available until after the end of the school year. Teachers must receive their composite scores no later than September 1 of the school year next following the school year for which they are being evaluated. Therefore, the appeal process will be

triggered on or before September 1, when the teacher receives his or her composite score.

Only a unit member who is covered by N.Y. Education Law § 3012-c (“Covered Unit Member” or “teacher”) may appeal the result of a performance review and/or an improvement plan pursuant to the following procedure:

1. A Covered Unit Member may challenge only
  - o the substance of an APPR,
  - o the District’s adherence to the statutory standards and methodologies required for such review,
  - o the District’s compliance with its own procedures and timelines for conducting the APPR and the Regulations of the Commissioner of Education
  - o and/or the issuance or implementation of a teacher improvement plan (“TIP”).

Such challenge must be submitted in writing to the Administrator performing the review, together with any supporting documentation. The challenge must explain in detail the specific reason(s) why the matter identified is the subject of the challenge. A teacher may not file multiple appeals regarding the same APPR or TIP. 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 waived. All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief. The challenge must be submitted within fifteen (15) school days of the receipt of the APPR and/or TIP which is the subject of the challenge or it is deemed waived. For purposes of this appeals process, school days shall exclude the periods of the Winter, Mid-Winter and Spring recesses, and any day in which both students and teachers are not in attendance (i.e. snow days). The administrator involved will schedule a meeting to discuss the challenge within 10 days. A Covered Unit Member may select an Association representative to participate in the meeting within ten (10) school days of scheduling the meeting. Within five (5) school days of the meeting, the Administrator who issued the APPR and/or TIP shall submit to the teacher a detailed written response to the Appeal. The response must include any additional documents or written materials specific to the point(s) of disagreement that support the response and are relevant to the resolution of the appeal. For a tenured teacher who received a rating of “highly-effective”, or “effective” or a non-tenured teacher who received any rating, including “ineffective”, the APPR rating shall be final and not available for appeal. If that teacher disagrees with the response, the teacher may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.

2. If a tenured Covered Unit Member received a rating of “ineffective” or “developing” and disagrees with the Administrator’s response to the challenge, the teacher may submit the challenge, the Administrator’s response, and a written statement explaining in detail the reason(s) for disagreement with the response to an Appeals committee composed of three individuals; one selected by the IFA, one selected by the District, and one selected by both parties.

3. The written challenge must be submitted within five (5) school days of the receipt of the Administrator’s written response. The committee’s written response to the appeal will be submitted to the teacher within five (5) school days of receipt of the appeal.

4. Should the teacher disagree with the committee’s response, the final appeal may be made to the Superintendent of Schools within five (5) school days of receipt of the committee’s written response. A meeting will be scheduled to discuss the appeal within five (5) school days of receipt of the written response. The tenured Covered Unit Member may select an Association representative to participate in the meeting. The Superintendent shall render a final determination on the challenge within ten (10) school days thereafter.

5. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to any such challenge or determination. The teacher retains any defenses he or she may have in the event the APPR or TIP is utilized in a subsequent 3020-a proceeding. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District’s non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher at any time including during the pendency of an appeal hereunder except for the performance that is subject of the appeal, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement.

A copy of any decision shall be provided to the teacher, the Association and the evaluator.

All steps of this appeals process shall be timely and expeditious.

## 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.

Training of Evaluators will be ongoing throughout the year.

a. The District must ensure evaluators have appropriate training before conducting evaluations as part of the Other Measures of Teacher Effectiveness. All evaluators should be appropriately trained and certified on the new APPR requirements. The District shall provide appropriate training and certify evaluators.

The training for Evaluators will include the following requirements:

- New York State Teaching Standards and Common Core Learning Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Use of Statewide instructional Reporting System Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers ELLS and students with disabilities

b. The building Principal or Assistant Principal shall be the evaluator of a classroom teacher and is responsible for a teacher's evaluation and signs the summative APPR.

c. Districts shall either choose to use the SED training program issued through the network teams for their certification process or develop or contract for their own training and evaluator certification program.

d. Training shall be linked to the selected rubric. The District shall coordinate with the selected rubric provider in regards to the training and certification of evaluators. Comparable training shall be provided for the teachers. Such training and recertification, shall, as required by the Commissioner's regulations, include a process for ensuring maintenance of certification, a process for ensuring inter-rater reliability and a process for recertifying evaluators. Training will address the nine required elements in regents rules 30-2.9(b). The minimum amount of training and recertification will be 5 hours per year.

e. In order to conduct classroom observation as part of the APPR process, the Assistant Superintendent must successfully complete the training program and be certified prior to the completion of the teacher's evaluation.

f. All district administrators will receive instruction in how to perform evaluations that ensure inter-rater reliability and validity, and will need to demonstrate that they have achieved a level of proficiency to appropriately, accurately and reliably prepare evaluations.

## 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

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• Checked

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## 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, April 30, 2013

Updated Wednesday, February 11, 2015

## Page 1

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

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

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

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

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

Intermediate/Middle School: 5-8
High School: 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 3<sup>rd</sup> party assessments

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Elementary K-4	State assessment	NYS ELA and Math 3rd & 4th grade assessment
Elementary K-4	District, regional, or BOCES-developed	District developed k-2 Ela and Math assessment
5-8	State assessment	NYS ELA and Math 5-8 grade assessment
9-12	State assessment	All applicable regents

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. 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.	If the State provides growth scores for the grades 5-8 and 9-12 principals, and such scores represent less than 30% of the students supervised by that principal, the district will set SLOs
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for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided growth scores will then be weighted proportionately with the SLO results for the final HEDI score for the principals. Using results from pretests, the principal will set individual student growth targets for students, approved by the superintendent, and HEDI points will be assigned based on the percentage of students that meet their targets.

For the K-4 principals, Iroquois CSD will be using both the NYS grade 3 and 4 ELA and Math assessments to measure growth. The State will provide a HEDI score based on the results of the NYS grade 4 ELA and Math assessments. This State-provided growth score will then be weighted proportionately with the SLO results for grade 3 ELA and Math HEDI growth score, based on the student population who took each assessment. The result will be a single HEDI score for the principal growth subcomponent. SLO process for Grade 3 ELA and Math: Using baseline data, the principal will set individual student growth targets for students, approved by the superintendent, and HEDI points will be assigned based on the percentage of students that meet their targets.

In the event that 30% of the students in the building are not covered by the 3rd & 4th grade ELA and Math results, we will create additional SLOs based on the K-2 ELA and Math assessments, beginning with the course with the largest enrollment until 30% is met.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See 7.3 attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See 7.3 attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See 7.3 attachment
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See 7.3 attachment

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/12156/1490791-lha0DogRNw/7.3 HEDI conversion 0-20.pdf>

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, February 11, 2015

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## 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).

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

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

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

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

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

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

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

- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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
5-8	(d) measures used by district for teacher evaluation	NYS 5-8 ELA /Math State Assessments
9-12	(d) measures used by district for teacher evaluation	NYS Regents Common Core ELA/comprehensiveELA / Common Core Algebra State Assessments
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4 year graduation rates

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For principals in grades 5-8 buildings, the HEDI scores will be allocated based upon the following formula:            ELA: <math>Let\ y = (2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Tested Students}] \times 100</math>            MATH: <math>Let\ x = (2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Tested Students}] \times 100</math></p> <p>Then: Let z equal 15 if the state score is based on 25 pts. or 20 if the state score is based on 20 pts.</p> <p>Then: <math>[(x + y)/400] * z = \text{HEDI}</math></p> <p>For principals in grades 9-12, the HEDI scores will be allocated based upon the following formula:            ELA: <math>Let\ y = (2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Cohort Members}] \times 100</math>            MATH: <math>Let\ x = (2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div</math></p>
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[Count of Cohort Members] × 100

Let z = the 4 year graduation rate

Then: Let w equal 15 if the state score is based on 25 pts. or 20 if the state score is based on 20 pts.

Then:  $[(x + y + z)/500] * w = \text{HEDI}$

Score conversation:

85-100 = 4

65 - 84 = 3

55 - 64 = 2

0 - 54 = 1

When both the common core regents and the 2005 standards regents are offered the district will administer both but will administer the common core regents per SED guidelines. When students take a common core regents and a 2005 standards regents for the same course the higher of the two scores will be used for APPR purposes so long as allowed by SED.

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

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

(No response)

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

(No response)

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

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

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

**(below) as an attachment.**

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	NYS 4 ELA /Math State Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	For principals in grades K-4 buildings, the HEDI scores will be allocated based upon the following formula: ELA: Let $y = (2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Tested Students}] \times 100$ MATH: Let $x = (2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Tested Students}] \times 100$  Then: Let z equal 20 pts.  Then: $[(x + y)/400] * z = \text{HEDI}$
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Procedures
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Procedures
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Procedures
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Procedures

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

(No response)

### 8.4) Principals with More Than One Locally Selected Measure

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

Scores will be weighted per the HEDI description above.

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, February 11, 2015

## Page 1

### 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
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Second rubric (if applicable)	(No response)
-------------------------------	---------------

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

The points will be assigned based on the attached rubric and each of the domains of the MPPR for artifacts and visits: Domains will be weighted as follows: Domain 1 = 20, Domain 2 = 35, Domain 3 = 14, Domain 4 = 8, Domain 5 = 15, and Domain 6 = 8. Each domain will be rated 1-4, and each domain score will then be divided by 4 and multiplied by the area weight for that domain. These numbers will then be added for a score from 25-100.  
 For Goals:  
 For goals, the "other" domain will be rated 1-4, divided by 4 to get a percent, and multiplied by the area weight of 40. A 25-100 score will be obtained based on evaluations of each of the following: Goals, Artifacts, and Visits. Multiple observations will be averaged to get a final score. The scores for artifacts and visits are then weighted and added together as follows to determine a final 0-100 score: Artifacts (35) and Visitation (25). This will then be converted using the attached chart in 9.7 to determine a final 0-60 HEDI rating. Standard rounding rules will apply, and in no case will rounding result in a principal moving to a higher HEDI band.

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/12205/1490793-pMADJ4gk6R/9.7 upload.pdf>

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.	Highly Effective: 59-60 points Principal performance are well above district adopted expectations.
Effective: Overall performance and results meet standards.	Effective: 57-58 points Principal performance meets district adopted expectations.
Developing: Overall performance and results need improvement in order to meet standards.	Developing: 50-56 points Principal performance are below district adopted expectations.
Ineffective: Overall performance and results do not meet standards.	Ineffective: 0-49 points Principal performance are well below district adopted expectations.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### Probationary Principals

By supervisor	5
By trained administrator	0
By trained independent evaluator	0
Enter Total	5

### Tenured Principals

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, February 11, 2015

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

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

Overall  
Composite Score

Highly Effective  
22-25  
14-15  
Ranges determined locally--see above  
91-100

Effective  
10-21  
8-13  
75-90

Developing  
3-9  
3-7  
65-74

Ineffective  
0-2  
0-2  
0-64

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Wednesday, February 11, 2015

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## Page 1

### 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/5276/146685-Df0w3Xx5v6/PIP Principals.pdf](#)

### 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:

Iroquois Central School District  
Principal Annual Professional Performance Review

### Article III: Appeal Process

Section 1: An Association member may challenge only the substance of an APPR, the District's adherence to the standards and methodologies required for such a review, and the District's compliance with its procedures for conducting the APPR, or its issuance and/or implementation of the terms of a Principal Improvement Plan "PIP". All appeals must be on the appeal form and include all aspects and explain in detail the specific basis for the challenge.

Section 2: The first appeal shall be made to the evaluator within seven (7) calendar days of receipt of the APPR/PIP. The evaluator and evaluatee shall conduct a face-to-face meeting within five (5) calendar day of receipt of the appeal. A written determination shall be within five (5) calendar days of the meeting. If the meeting or written determination does not take place the appeal shall automatically advance to the next level.

Section 3: If the evaluatee disagrees with the determination the member shall advance their appeal by submitting the completed appeal form to the District Superintendent and Association President within five (5) calendar days of the completion of section 2. This appeal level shall be held by an Appeal Panel "Panel". The Panel shall consist of 1 member selected by the Superintendent, 1 member selected by the Association. All selected individuals must be District employees but not Board of Education members. The Panel shall meet within seven (7) calendar days of receipt of the appeal to discuss the appeal. The written determination shall be rendered within seven (7) calendar days at the close of the appeal hearing.

Section 4: If the evaluatee disagrees with the determination the member shall advance their appeal by submitting the completed appeal form to the District Superintendent within five (5) calendar days of receipt of the appeals determination. The Superintendent shall render a determination within seven (7) calendar days of receipt of the appeal.

Section 5: The Superintendent's determination shall be final and non-grievable. All calendar days shall be exclusive of legal holidays and approved vacations.

Only the ratings of ineffective and developing are allowed to be appealed.

## 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.

### Training of Evaluators for Principals

The Superintendent and Assistant Superintendent for Curriculum will attend a series of trainings on the MPPR which were run by Erie 2 BOCES. These included a review of the ISLLC standards, the rubric and practice inter-rater reliability. The nine required elements of training will also be included as list in 30-2.9b.

In addition, a BOCES trainer will provide training to all administrators. Supervisors will continue to attend training as they become available.

Successful completion of training will result in certification and recertification by the Board of Education. The Board of Education shall receive notice of such certification and/or recertification.

The minimum duration for initial training and recertification shall be 5 hours.

## 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

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• Checked

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### 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: 04/30/2013

Last updated: 03/25/2015

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### 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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/1490796-3Uqgn5g9lu/2015-3-24 signature.pdf>

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#### 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.

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
<b>INEFFECTIVE</b> Results are well-below state average for similar students (or District goals if no state test)		<b>DEVELOPING</b> Results are below state average for similar students (or District goals if no state test)		<b>EFFECTIVE</b> Results meet state average for similar students (or District goals if no state test)		<b>HIGHLY EFFECTIVE</b> Results are well-above state average for similar students (or District goals if no state test)	
<b>0</b>	<b>≤14%</b>	<b>3</b>	<b>41%-44%</b>	<b>9</b>	<b>61%-63%</b>	<b>18</b>	<b>81%-85%</b>
<b>1</b>	<b>15-27%</b>	<b>4</b>	<b>45%-48%</b>	<b>10</b>	<b>64%-66%</b>	<b>19</b>	<b>86%-90%</b>
<b>2</b>	<b>28-40%</b>	<b>5</b>	<b>49%-51%</b>	<b>11</b>	<b>67%-68%</b>	<b>20</b>	<b>&gt;90%</b>
		<b>6</b>	<b>52%-54%</b>	<b>12</b>	<b>69%-70%</b>		
		<b>7</b>	<b>55%-57%</b>	<b>13</b>	<b>71%-72%</b>		
		<b>8</b>	<b>58%-60%</b>	<b>14</b>	<b>73%-74%</b>		
				<b>15</b>	<b>75%-76%</b>		
				<b>16</b>	<b>77%-78%</b>		
				<b>17</b>	<b>79%-80%</b>		

The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 61% to 80%.

Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 40% of students who met the target. Point values for the rating of “Developing” range from 3-8 with a low of 41% of students who met the target and a high of 60% of students who met the target. Point values for the rating of “Highly Effective” range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
<b>INEFFECTIVE</b> Results are well-below state average for similar students (or District goals if no state test)		<b>DEVELOPING</b> Results are below state average for similar students (or District goals if no state test)		<b>EFFECTIVE</b> Results meet state average for similar students (or District goals if no state test)		<b>HIGHLY EFFECTIVE</b> Results are well-above state average for similar students (or District goals if no state test)	
0	≤14%	3	41%-44%	8	61%-64%	14	81%-90%
1	15-27%	4	45%-48%	9	65%-66%	15	>90%
2	28-40%	5	49%-52%	10	67%-69%		
		6	53%-56%	11	70%-72%		
		7	57%-60%	12	73%-76%		
				13	77%-80%		

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
<b>INEFFECTIVE</b> Results are well-below state average for similar students (or District goals if no state test)		<b>DEVELOPING</b> Results are below state average for similar students (or District goals if no state test)		<b>EFFECTIVE</b> Results meet state average for similar students (or District goals if no state test)		<b>HIGHLY EFFECTIVE</b> Results are well-above state average for similar students (or District goals if no state test)	
0	≤14%	3	41%-44%	9	61%-63%	18	81%-85%
1	15-27%	4	45%-48%	10	64%-66%	19	86%-90%
2	28-40%	5	49%-51%	11	67%-68%	20	>90%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%-72%		
		8	58%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
<b>INEFFECTIVE</b> Results are well-below state average for similar students (or District goals if no state test)		<b>DEVELOPING</b> Results are below state average for similar students (or District goals if no state test)		<b>EFFECTIVE</b> Results meet state average for similar students (or District goals if no state test)		<b>HIGHLY EFFECTIVE</b> Results are well-above state average for similar students (or District goals if no state test)	
<b>0</b>	<b>≤14%</b>	<b>3</b>	<b>41%-44%</b>	<b>9</b>	<b>61%-63%</b>	<b>18</b>	<b>81%-85%</b>
<b>1</b>	<b>15-27%</b>	<b>4</b>	<b>45%-48%</b>	<b>10</b>	<b>64%-66%</b>	<b>19</b>	<b>86%-90%</b>
<b>2</b>	<b>28-40%</b>	<b>5</b>	<b>49%-51%</b>	<b>11</b>	<b>67%-68%</b>	<b>20</b>	<b>&gt;90%</b>
		<b>6</b>	<b>52%-54%</b>	<b>12</b>	<b>69%-70%</b>		
		<b>7</b>	<b>55%-57%</b>	<b>13</b>	<b>71%-72%</b>		
		<b>8</b>	<b>58%-60%</b>	<b>14</b>	<b>73%-74%</b>		
				<b>15</b>	<b>75%-76%</b>		
				<b>16</b>	<b>77%-78%</b>		
				<b>17</b>	<b>79%-80%</b>		

The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 61% to 80%.

Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 40% of students who met the target. Point values for the rating of “Developing” range from 3-8 with a low of 41% of students who met the target and a high of 60% of students who met the target. Point values for the rating of “Highly Effective” range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.

### E.1 Teacher Effects Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart that follows converts any average rubric score to a specific conversion score for that sub-component.

### E.2 Rubric Score to Sub-Component Conversion Chart “Other Measures”

Ineffective 0-49		Developing 50-56		Effective 57-58		Highly Effective 59-60	
Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion
1.000	0	1.5	50	2.5	57	3.5	59
1.008	1	1.6	50.7	2.6	57.2	3.6	59.3
1.017	2	1.7	51.4	2.7	57.4	3.7	59.5
1.025	3	1.8	52.1	2.8	57.6	3.8	59.8
1.033	4	1.9	52.8	2.9	57.8	3.9	60
1.042	5	2	53.5	3	58	4	60.25 (round to 60)
1.050	6	2.1	54.2	3.1	58.2		
1.058	7	2.2	54.9	3.2	58.4		
1.067	8	2.3	55.6	3.3	58.6		
1.075	9	2.4	56.3	3.4	58.8		
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

Weighting grid for converting rubric scores to HEDI score

**Weighting Conversion Chart for Teacher Evaluation of “Other Measures”**

<b>Assessment of teacher effectiveness</b>	<b>Observation/Evidence</b>	
<b>Domain Scores</b>	<b>Average</b>	<b>Weighting</b>
Domain 1 Planning and Preparation		13% =
Domain 2 The Classroom Environment	(Formal)	20% =
	(Informal)	5% =
Domain 3 Instruction	(Formal)	20% =
	(Informal)	5% =
Domain 4a Professional Responsibilities		2% =
Artifacts		35% =
Subtotal		
Final score		
	<b>Not Weighted</b>	<b>Weighted</b>
HEDI Rating		
Sub-component score (using conversion chart)		

**Appendix I Teacher Improvement Plan Template**

**Name of Teacher:** \_\_\_\_\_

Participants in the formulation of this TIP:

\_\_\_\_\_  
\_\_\_\_\_

Identify the area(s) of improvement identified in the annual evaluation:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

This plan will begin on: \_\_\_\_\_

The parties to this agreement will meet on the following dates to review and evaluate the plan and formulate modifications if necessary:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Any changes or modification to the plan must be in writing and will be appended to this document.

\_\_\_\_\_  
Teacher Date

\_\_\_\_\_  
Administrator Date

\_\_\_\_\_  
Association Representative Date

*Attach a copy of the teacher's evaluation to this form*

APPR Concept Document

**Area Needing Improvement:** \_\_\_\_\_

Timeline for improvement:

Manner in which improvement will be assessed:

Differentiated Activities to Support Improvement:

Activity: \_\_\_\_\_  
Time: \_\_\_\_\_  
Location: \_\_\_\_\_  
Goal: \_\_\_\_\_ Other  
personnel involved: \_\_\_\_\_

---

Activity: \_\_\_\_\_  
Time: \_\_\_\_\_  
Location: \_\_\_\_\_  
Goal: \_\_\_\_\_ Other  
personnel involved: \_\_\_\_\_

---

Activity: \_\_\_\_\_  
Time: \_\_\_\_\_  
Location: \_\_\_\_\_  
Goal: \_\_\_\_\_ Other  
personnel involved: \_\_\_\_\_

---

Activity: \_\_\_\_\_  
Time: \_\_\_\_\_  
Location: \_\_\_\_\_  
Goal: \_\_\_\_\_ Other  
personnel involved: \_\_\_\_\_

*Complete this form for each area identified as needing improvement*

<b>0 - 40%</b>		<b>41 - 60 %</b>		<b>61 - 80%</b>		<b>81 - 100%</b>	
<b>INEFFECTIVE</b> Results are well-below state average for similar students (or District goals if no state test)		<b>DEVELOPING</b> Results are below state average for similar students (or District goals if no state test)		<b>EFFECTIVE</b> Results meet state average for similar students (or District goals if no state test)		<b>HIGHLY EFFECTIVE</b> Results are well-above state average for similar students (or District goals if no state test)	
<b>0</b>	<b>≤14%</b>	<b>3</b>	<b>41%-44%</b>	<b>9</b>	<b>61%-63%</b>	<b>18</b>	<b>81%-85%</b>
<b>1</b>	<b>15-27%</b>	<b>4</b>	<b>45%-48%</b>	<b>10</b>	<b>64%-66%</b>	<b>19</b>	<b>86%-90%</b>
<b>2</b>	<b>28-40%</b>	<b>5</b>	<b>49%-51%</b>	<b>11</b>	<b>67%-68%</b>	<b>20</b>	<b>&gt;90%</b>
		<b>6</b>	<b>52%-54%</b>	<b>12</b>	<b>69%-70%</b>		
		<b>7</b>	<b>55%-57%</b>	<b>13</b>	<b>71%-72%</b>		
		<b>8</b>	<b>58%-60%</b>	<b>14</b>	<b>73%-74%</b>		
				<b>15</b>	<b>75%-76%</b>		
				<b>16</b>	<b>77%-78%</b>		
				<b>17</b>	<b>79%-80%</b>		

The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a principal to be considered “Effective” at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a principal to be considered “Effective” at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 64% to 78%.

Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 40% of students who met the target. Point values for the rating of “Developing” range from 3-8 with a low of 41% of students who met the target and a high of 60% of students who met the target. Point values for the rating of “Highly Effective” range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.

The Employee's signature is required and indicates receipt of a copy of the evaluation and does not indicate agreement, understanding, or acceptance of the conclusions reached by the evaluator.

MPPR/NYS APPR Score Conversion Chart

MPPR Raw Score	NYS score (out of 60)	NYS Score Rounded	HEDI Level	MPPR Raw Score	NYS score (out of 60)	NYS Score Rounded	HEDI Level
100	60	60	HIGHLY EFFECTIVE	50	30	30	INEFFECTIVE
99	59.4	59		49	29.4	29	
98	58.8	59	EFFECTIVE	48	28.8	29	
97	58.2	58		47	28.2	28	
96	57.6	58	DEVELOPING	46	27.6	28	
95	57	57		45	27	27	
94	56.4	56		44	26.4	26	
93	55.8	56		43	25.8	26	
92	55.2	55		42	25.2	25	
91	54.6	55		41	24.6	25	
90	54	54		40	24	24	
89	53.4	53		39	23.4	23	
88	52.8	53		38	22.8	23	
87	52.2	52		37	22.2	22	
86	51.6	52		36	21.6	22	
85	51	51		35	21	21	
84	50.4	50		34	20.4	20	
83	49.8	50		33	19.8	20	
82	49.2	49		INEFFECTIVE	32	19.2	19
81	48.6	48			31	18.6	19
80	48	48			30	18	18
79	47	47			29	17.4	17
78	46.8	47	28		16.8	17	
77	46.2	46	27		16.2	16	
76	45.6	46	26		15.6	16	
75	45	45	25		0	0	
74	44.4	44					
73	43.8	44					
72	43.2	43					
71	42.6	43					
70	42	42					
69	41.4	41	INEFFECTIVE				
68	40.8	41					
67	40.2	40					
66	39.6	40					
65	39	39					
64	38.4	38					
63	37.8	38					
62	37.2	37					
61	36.6	37					
60	36	36					
59	35.4	35	INEFFECTIVE				
58	34.8	35					
57	34.2	34					
56	33.6	34					
55	33	33					
54	32.4	32					
53	31.8	32					
52	31.2	32					
51	30.6	31					

# Principal Improvement Plan

Name of Principal \_\_\_\_\_

School Building \_\_\_\_\_ Academic Year \_\_\_\_\_

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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

- 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 statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

**Signatures, dates**

Superintendent Signature:      Date:

 3/24/15

Teachers Union President Signature:      Date:

 3/24/15

Administrative Union President Signature:      Date:

 3/24/15

Board of Education President Signature:      Date:

 3/24/15

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

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature:      Date: 3/24/15

 3/24/15

**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 Teacher Improvement Plan (TIP) or Principal Improvement Plan (PIP), in accordance with all applicable statutes and 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 all applicable statutes and regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal