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

Commissioner of Education
President of the University of the State of New York
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April 17, 2013

Revised

Susan Whitney, Superintendent
LaFargeville Central School District
20414 Sunrise Avenue
LaFargeville, NY 13656

Dear Superintendent Whitney:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Jack D. Boak

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 03, 2012
Updated Monday, April 15, 2013

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 221401040000

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

221401040000

1.2) School District Name: LA FARGEVILLE CSD

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

LA FARGEVILLE CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Submission of material changes to an approved APPR plan

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

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

Annual (2012-13)

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

Created Thursday, May 03, 2012
Updated Wednesday, October 17, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

2.1) Assurances | Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances | Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Terra Nova 3
1	State-approved 3rd party assessment	Terra Nova 3
2	State-approved 3rd party assessment	Terra Nova 3

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Students will be given a pretest at the beginning of the year for baseline data. Based on the baseline data and subsequent goals

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	for student growth, the teacher and evaluator will set the target for each SLO. HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Chart in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Chart in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Chart in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Chart in 2.11

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Terra Nova 3
1	State-approved 3rd party assessment	Terra Nova 3
2	State-approved 3rd party assessment	Terra Nova 3

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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.	Students will be given a pretest at the beginning of the year for baseline data. Based on the baseline data and subsequent goals for student growth, the teacher and evaluator will set the target for each SLO. HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Chart in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Chart in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Chart in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Chart in 2.11

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Jefferson Lewis BOCES developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest at the beginning of the year for baseline data. Based on the baseline data and subsequent goals for student growth, the teacher and evaluator will set the target for each SLO. HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Chart in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Chart in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Chart in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Chart in 2.11

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Jefferson Lewis BOCES developed Grade 7 Social Studies Teast
8	District, regional or BOCES-developed assessment	Jefferson Lewis BOCES developed Grade 8 Social Studies Test

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Students will be given a pretest at the beginning of the year for baseline data. Based on the baseline data and subsequent goals

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	for student growth, the teacher and evaluator will set the target for each SLO. HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See Chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See Chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Chart in 2.11

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	LaFargeville Central School Developed Global Studies 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest at the beginning of the year for baseline data. Based on the baseline data and subsequent goals for student growth, the teacher and evaluator will set the target for each SLO. HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See Chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See Chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Chart in 2.11

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest at the beginning of the year for baseline data. Based on the baseline data and subsequent goals for student growth, the teacher and evaluator will set the target for each SLO. HEDI points will be allocated to a teacher based on the number of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See Chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See Chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Chart in 2.11

2.8) High School Math Regents Courses

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

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

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest at the beginning of the year for baseline data. Based on the baseline data and subsequent goals for student growth, the teacher and evaluator will set the target for each SLO. HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See Chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See Chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Chart in 2.11

2.9) High School English Language Arts

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest at the beginning of the year for baseline data. Based on the baseline data and subsequent goals for student growth, the teacher and evaluator will set the target for each SLO. HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See Chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See Chart in 2.11

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Chart in 2.11

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Elementary Band	District, Regional or BOCES-developed	Jefferson Lewis BOCES Developed Assessment of Elementary Band
Computer 8	District, Regional or BOCES-developed	Jefferson Lewis BOCES Developed Assessment for Computer 8
Application in Algebra	District, Regional or BOCES-developed	LaFargeville Central School Developed Algebra Assessment
French 1	District, Regional or BOCES-developed	Jefferson Lewis BOCES Developed French 1 Assessment
French 3	District, Regional or BOCES-developed	Jefferson Lewis BOCES Developed Frech 3 Assessment
Spanish 1	District, Regional or BOCES-developed	Jefferson Lewis BOCES Developed Spanish 1 Assessment
Spanish 3	District, Regional or BOCES-developed	Jefferson Lewis BOCES Developed Spanish 3 Assessment
Home and Careers 8	District, Regional or BOCES-developed	Jefferson Lewis BOCES Developed Home Economics 8 Assessment
Food Science	District, Regional or BOCES-developed	Jefferson Lewis BOCES Developed Food Science Sssessment
Elementary Chorus	District, Regional or BOCES-developed	Jefferson Lewis BOCES Developed Elementary Chorus Assessment
Senior Chorus	District, Regional or BOCES-developed	Jefferson Lewis BOCES Developed Senior Chorus Assessment
Physical Education -K-12	District, Regional or BOCES-developed	Jefferson Lewis BOCES Developed K-12 Physical Education Assessment
Library K-6	District, Regional or BOCES-developed	Jefferson Lewis BOCES Developed K-6 Library Assessment
High School Health	District, Regional or BOCES-developed	Jefferson Lewis BOCES Developed High School Health Assessment
Studio Art	District, Regional or BOCES-developed	Jefferson Lewis BOCES Developed Studio Art Assessment
Art 7th Grade	District, Regional or BOCES-developed	Jefferson Lewis BOCES Developed Grade 7 Art Assessment
Elementary AIS & Special Education K-2	State-approved 3rd party assessment	Terra Nova 3 - ELA and Math
Elementary AIS and Special Education 3-6	State Assessment	State Assesments - ELA and Math 3 - 6
Junior High AIS and Special Education 7-8	State Assessment	State Assesments - ELA and Math 7- 8

High School AIS and Special Education 9-12	State Assessment	State Regents Assessments - ELA and Algebra

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

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.	Students will be given a pretest at the beginning of the year for baseline data. Based on the baseline data and subsequent goals for student growth, the teacher and evaluator will set the target for each SLO. HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See Chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See Chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Chart in 2.11

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/124294-TXEtxx9bQW/LaFargeville SLO 20 point Growth - Teachers.docx

2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

Not Applicable

2.13) Teachers with more than one growth measure

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

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Thursday, May 03, 2012
Updated Monday, April 15, 2013

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Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
5	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment

6	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
7	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
8	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Using the previous 3 year state assessment Regents data, a baseline average of the persentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
5	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
6	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment

7	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
8	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment

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.	Using the previous 3 year state assessment Regents data, a baseline average of the persentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/124307-rhJdBgDruP/Local 15 Appendix A-2 (teacher) April Rev..docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
1	6(ii) School-wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
2	6(ii) School-wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
3	6(ii) School-wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment

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.	Using the previous 3 year state assessment Regents data, a baseline average of the persentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment

1	6(ii) School-wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
2	6(ii) School-wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
3	6(ii) School-wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment

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.	Using the previous 3 year state assessment Regents data, a baseline average of the persentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	not applicable
7	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
8	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment

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.	Using the previous 3 year state assessment Regents data, a baseline average of the persentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	not applicable
7	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
8	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using the previous 3 year state assessment Regents data, a baseline average of the persentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current

	year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District Appr Team.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
Global 2	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
American History	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment

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.	Using the previous 3 year state assessment Regents data, a baseline average of the persentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points

	will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
Earth Science	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
Chemistry	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
Physics	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using the previous 3 year state assessment Regents data, a baseline average of the persentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of

	difference between the baseline and the current year's results.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
Geometry	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
Algebra 2	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using the previous 3 year state assessment Regents data, a baseline average of the persentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
Grade 10 ELA	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
Grade 11 ELA	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using the previous 3 year state assessment Regents data, a baseline average of the persentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievemetn that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Art 7-8	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
	Music K-8 Vocal	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
	Physical Education	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
	Health	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
	Family and Consumer Science	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
	Elementary AIS	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
	Elementary Special Education	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
	7-8 AIS	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
	7-8 Special Education	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
	9-12 Special Education	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
	French	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
	Spanish	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
	Band	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment
	Library K-8	6(ii) School wide measure computed locally	State Regents Assessments in Global Studies, US History, Algebra, ELA and Living Environment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using the previous 3 year state assessment Regents data, a baseline average of the persentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievemetn that falls within the developing range band established by the District APPR Team
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/124307-y92vNseFa4/Local 20 Appendix A-1 teacher and A-3 April Rev..docx

3.14) Locally Developed Controls

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

There are none.

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers of students in grades PreK-12 will have their "local 20" based on the percentage of students who have achieved mastery (85 or higher) on the 5 Regents Exams required for graduation (Global Studies, US History, Algebra, ELA and Living Environment). The percentage of the students achieving mastery on each exam will be averaged together and compared to the prior three year's average. This percent of change in achievement will then be plotted on the Conversion chart for the HEDI score (0 to 20). There are two conversion charts one 0 to 20 points for those not having State Assessment Growth Scores and one 0 to 15 for the teachers 4 through 8 who have State Growth Scores.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	32
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	28

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers will be observed and rated on all components of the teaching standards utilizing the Charlotte Danielson 2011 Rubric. Each sub-component within a domain will be scored from 1 to 4. The score on each domain will be figured by adding the earned points in that domain, dividing by the total possible points in that domain, multiplying times four, and multiplying by the percentage of weighting of each Domain (Domain 1 - .226, Domain 2 - .227, Domain 3 - .227 and Domain 4 - .20) then adding the Domain scores to attain the number to then be converted to the HEDI scale. This is delineated in Appendix B

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

assets/survey-uploads/5091/124319-eka9yMJ855/APPR SCORING - 60 - teachers.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The work of the teacher falls within the highly effective range band, as measured by the 2011 Danielson Rubric, through classroom observation, planning and preparation, staff development and professional responsibilities.
Effective: Overall performance and results meet NYS Teaching Standards.	The work of the teacher falls within the effective range band, as measured by the 2011 Danielson Rubric, through classroom observation, planning and preparation, staff development and professional responsibilities.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The work of the teacher falls within the developing range band, as measured by the 2011 Danielson Rubric, through classroom observation, planning and preparation, staff development and professional responsibilities.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The work of the teacher falls within the ineffective range band, as measured by the 2011 Danielson Rubric, through classroom observation, planning and preparation, staff development and professional responsibilities.

Provide the ranges for the 60-point scoring bands.

Highly Effective	3.5 to 4 = 59 to 60
Effective	2.5 to 3.4 = 57 to 58
Developing	1.5 to 2.4 = 30 to 56
Ineffective	1 to 1.4 = 0 to 24

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0

Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57 - 58
Developing	30 - 56
Ineffective	0-24

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/124330-Df0w3Xx5v6/TEACHERS IMPROVEMENT PLAN - APPR 12_3.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

) Appeals of Annual Professional Performance Reviews
The following appeal process is being put into place to ensure that the procedures presented here are followed and that due process is being provided. The appeal is based on the teacher rating after all sections are completed and the State Composite Score has been received. Discussion on each component only occurs at an appeal meeting. All appeals shall begin with the evaluator. Upon receipt of the performance review the teacher must begin the process through a meeting with the evaluator.

Appeals must be made to their lead evaluator, in writing, within five (5) business days of receipt of the final teacher composite rating for that school year. This process is intended to deal with ratings of ineffective or developing, only. Teachers who receive ratings of effective or highly effective are not eligible for the appeal process but may attach an evidentiary rebuttal. The entire appeals record will be a part of the teacher's APPR.
A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
The scope of the appeal will be limited to the following subjects:
- The substance of the individual's APPR.
- The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c.
- The adherence to the Commissioner's regulations, as applicable.
- Compliance with any applicable locally negotiated procedures regarding APPR reviews or improvement plans.
The Appeal Committee will consist of one trained representative of the LaFargeville Teacher's Association selected by the Association (not the appealer) and an administrator (not the Lead Evaluator for the Appealer).

Time frames outlined in the following appeals process occurring during the summer months (July and August) may have to be adjusted due to availability; but will be adjusted in compliance with the timely and expiditious requirement of the Education Law 30.12-c.
Only adherence to the appeal procedure outlined in this document may be grieved.
The Appeal Committee shall have the authority to render a decision in the following fashion: sustain the appeal, deny the appeal upholding the evaluator's evaluation or add or subtract points within the framework of the element(s) being appealed.

First and second year teachers of a three year probationary appointment:
1. No appeal on the rating.

2. A procedural violation can be appealed to the Appeal Committee. This Committee will consist of one trained representative chosen by the LaFargeville Teacher's Association from within their unit and one trained administrator. The teacher will be allowed to attend the hearing to provide evidence. By regulation the Appeal Committee administrator cannot be the one who performed the observation portion of the evaluation. The teacher in question will have five (5) business days to appeal, in writing, the procedural violation to the Superintendent. The appeal hearing will take place within five (5) business days from receipt of the written request from the teacher. The appeal will specifically address the aspect of the procedural violation that occurred with concrete evidence. The Appeal Committee will render a written decision within one (1) business day of hearing the appeal. If the decision is acceptable to both parties the appeals process ends here.

3. If not satisfied with the decision of the Appeal Committee, the decision can be appealed to the Superintendent by either the teacher or the direct evaluator. This appeal must be submitted, in writing, to the Superintendent within five (5) business days of receipt of the decision of the Appeal Committee. The Superintendent will schedule a hearing within five (5) business days of receipt of the appeal. The teacher may be represented by a member of their Association. The direct supervisor may also be represented by another district administrator. The Superintendent will render a written decision within one (1) business day of the hearing. The decision of the Superintendent is final. A copy of the decision will be given to the evaluator, teacher and union representative.

4. If still in disagreement the teacher may submit a written response to the evaluation within 10 business days of the decision of the Superintendent. This letter will be placed in the personnel file along with the complete APPR.

5. This appeal may not determine whether the teacher is asked to return for an additional probationary year; though it will be one of the deciding factors.
The APPR will be a significant factor in the staffing decisions, including but not limited to: retention, tenure determination, termination and professional development.

Final Probationary Year:
1. A teacher in their second year of a two-year probationary appointment (previously tenured teacher) or teachers in their third year of a probationary appointment can appeal a rating of ineffective, developing, and/or a procedural violation.

2. A rating of ineffective, developing, and/or procedural violation can be appealed to the Appeal Committee. This Committee will consist of one trained representative chosen By the LaFargeville Teacher's Association from within their unit and one trained administrator. The teacher will be allowed to attend the hearing to provide evidence. By regulation the Appeal Committee administrator cannot be the one who performed the observation portion of the evaluation. The teacher in question will have five (5) business days to appeal, in writing, the procedural violation to the Superintendent. The appeal hearing will take place within five (5) business days from receipt of the written request from the teacher. The appeal will specifically address the aspect of the procedural violation that occurred with concrete evidence. The Appeal Committee will render a written decision within one (1) business day of hearing the appeal. If the decision is acceptable to both parties the appeals process ends here.

3. If not satisfied with the decision of the Appeal Committee, the decision can be appealed to the Superintendent by either the teacher or the direct evaluator. This appeal must be submitted, in writing, to the Superintendent within five (5) business days of receipt of the decision of the Appeal Committee. The Superintendent will schedule a hearing within five (5) business days of receipt of the appeal. The teacher may be represented by a member of their Association. The evaluator may also be represented by another district administrator. The Superintendent will render a written decision within one (1) business day of the hearing. The decision of the Superintendent is final. A copy of the decision will be given to the evaluator, teacher and union representative.

4. If still in disagreement the teacher may submit a written response to the evaluation within ten (10) business days of the decision of the Superintendent. This letter will be placed in the personnel file along with the complete APPR.

5. This ruling does not determine whether a teacher receives tenure, a Juell agreement or is denied tenure; though it will be one of the deciding factors.

The APPR will be a significant factor in the staffing decisions, including but not limited to: retention, tenure determination, termination and professional development.
Tenured Teachers
1. A tenured teacher can appeal a rating of ineffective, developing, and/or a procedural violation.

2. A rating of ineffective, developing, and/or a procedural violation can be appealed to the Appeal Committee. This Committee will consist of one trained representative chosen By the LaFargeville Teacher's Association from within their unit and one trained administrator. The teacher will be allowed to attend the hearing to provide evidence. By regulation the Appeal Committee administrator cannot be the one who performed the observation portion of the evaluation. The teacher in question will have five (5) business days to appeal, in writing, the procedural violation to the Superintendent. The appeal hearing will take place within five (5) business days from receipt of the written request from the teacher. The appeal will specifically address the aspect of the procedural violation that occurred with concrete evidence. The Appeal Committee will render a written decision within 1 business day of hearing the appeal. If the decision is acceptable to both parties the appeals process ends here.

3. If not satisfied with the decision of the Appeal Committee, the decision can be appealed to the Superintendent by either the teacher or the direct evaluator. This appeal must be submitted, in writing, to the Superintendent within five (5) business days of receipt of the decision of the Appeal Committee. The Superintendent will schedule a hearing within 5 business days of receipt of the appeal. The teacher may be represented by a member of their Association. The direct supervisor may also be represented by another district administrator. The Superintendent will render a written decision within one (1) business day of the hearing. The decision of the Superintendent is final. A copy of the decision will be given to the evaluator, teacher and union representative.

4. If still in disagreement the teacher may submit a written response to the evaluation within ten (10) business days of the decision of the Superintendent. This letter will be placed in the personnel file along with the complete APPR.

The APPR will be a significant factor in the staffing decisions, including but not limited to: retention, tenure determination, termination and professional development.
Teacher APPR Appeals Form – Appendix C

Appendix C
TEACHER APPR APPEALS FORM

Teacher Name:_____
(check) Year 1 _____ Year 2 _____ Tenure Year _____ Tenured _____

Evaluation Completion Date: _____
Score: First 20 % (25) _____
Second 20% (15) _____
Final 60% _____
Total _____
HEDI RATING: _____
Meeting Date w/ Evaluator _____
Teacher Submitted Appeal Date (5) _____
Appeal Hearing Date (5) _____
Appeal Decision Date (1) _____
Appeal to Superintendent (5) _____
Superintendent Appeal Hearing (5) _____

Written Superintendent Decision (1) _____
Written Response from Teacher for File (10) _____
(Number equals business days)
Area of Concern _____
_____
Specific Evidence _____
_____

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Duration and Nature of Training Provided to Lead Evaluators and Evaluators
(a) The "lead evaluator" is the administrator who is primarily responsible for a teacher's evaluation under Chapter 103. The term "evaluator" shall include any District administrator who conducts an observation or evaluation of a teacher.

(b) All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations there under. Such training shall include application and use of the State-approved teacher rubric, Danielson 2011, selected by the APPR Committee for use in LTA evaluations.

(c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the Board of Education as a lead evaluator.

(d) The District's training for evaluators and lead evaluators will include: multiple sessions provided by the Jefferson Lewis BOCES Network Team, reflecting their training at the State Education Department. Additionally, the administrators will be trained in the selected rubric, "Charlotte Danielson 2011" and Teachscape, the software utilized to support this rubric. Training will be ongoing, they will be required to keep a log of sessions attended and the evaluators and lead evaluators will be certified by the September LaFargeville Board of Education meeting. This will include certification evidenced through the administrator's training log.

(e) Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting classroom observations or school visits as part of an annual professional performance review under Chapter 103 prior to completion of the training required by said Chapter or the regulations there under, as long as such training is successfully completed prior to completion of the annual professional performance review.

(f) Recertification will occur in the same manner.

(g) Successful completion of training will ensure inter-rater reliability.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

appeal.

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, June 06, 2012
Updated Thursday, October 04, 2012

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

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

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

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

PK - 12
(No response)
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth | Assure that the value-added growth score provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth | Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

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

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

State assessments, *required if one exists*

District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Not applicable		

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

none

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

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Updated Monday, April 15, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	PreK-12	(g) % achieving specific level on Regents or alternatives	NYS Regents Exams Algebra, Global Studies, US History, ELA and LIving Environment

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.	Using the previous 3 year state assessment Regents data, a baseline average of the persentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a principal based on the percentage of difference between the baseline and the current year's results.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic achievement that falls within the developing range band established by the District APPR Team.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

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

(No response)

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

assets/survey-uploads/5366/139543-qBFVOWF7fC/Principal APPR Scoring Local 15 (20) April Rev.docx

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

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

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

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

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

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

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

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

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

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

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

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th

grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	not applicable		

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.	There are only 2 principals and both will have HEDI scores from the State on the first 25, so this is not applicable.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	There are only 2 principals and both will have HEDI scores from the State on the first 25, so this is not applicable.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	There are only 2 principals and both will have HEDI scores from the State on the first 25, so this is not applicable.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	There are only 2 principals and both will have HEDI scores from the State on the first 25, so this is not applicable.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	There are only 2 principals and both will have HEDI scores from the State on the first 25, so this is not applicable.

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

There are none.

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.

The principals of students in grades Pre-K-12 will have their "local 20" based on the percentage of students who have achieved mastery (85 or higher) on the 5 Regents Exams required for graduation (Global Studies, US History, Algebra, ELA and Living Environment). The percentage of the students achieving mastery on each exam will be averaged together and compared to the prior three year's average. This percent of change in achievement will then be plotted on the Conversion chart for the HEDI score (0 to 15) on Appendix A-2 if there is no value added the score will be plotted on Appendix A-4.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

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Updated Monday, April 15, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	31
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.	29

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(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.

Principal performance will be assessed using multiple measures grounded in the New York State Administrative Standards. The Multi-dimensional Rubric, selected from the State approved list, will be used to assess the principal's professional practice. See Appendix B for the point conversion chart.

Evidence will be gleaned from: teacher evaluation process, SLO, transition to Core Standards, principal created documents, professional development summary and other resources provided by the principal.

The responsibility for gathering supporting evidence of a principal's performance is shared by the principal and the superintendent; both must provide a commitment to provide a complete and accurate picture of the principal's professional performance.

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

Total – 31 points

Multiple Measures of Effectiveness

In order to support continuous professional growth, these 60 points shall be based on supervisory visits, the Multi-Dimensional Rubric, Annual Goals that are measureable and rigorous and a review of state and local accountability measures. Data from these sources will serve as the foundation for the principal evaluator's application of the rubric.

Utilizing the Multi-dimensional Rubric the principals will be scored on each component. They can earn 1 point for each sub-component, there are 31.

Each principal will then set 4 measurable and rigorous goals totaling a possible 29 points. These goals will be approved by the superintendent and have evidence to show their work; for the multiple measures component of the composite score. For each goal a

principal can obtain a possible 4 points which will then be multiplied by .25 for a total possible 4 points. Using the conversion chart found on Appendix B(part 2 step 2) the points will be converted.

{4(#items rated highly effective) + 3(#items rated effective) + 2(# of items rated developing) + 1(# of items rated ineffective)}/31

(There are 31 items in the rubric)

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

assets/survey-uploads/5143/139552-pMADJ4gk6R/Principals APPR Scoring 60.docx

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

Highly Effective: Overall performance and results exceed standards.	The work of the principal falls within the highly effective range band, as measured by the Multidimensional Principal Performace Rubric through: the Shared Vision of Learning, School Culture and Instructional Program, Safe Efficient Effective Learning Environment, Community, Integrity Fairness Ethics and Political Social Economic Legal and Cultural Context.
Effective: Overall performance and results meet standards.	The work of the principal falls within the effective range band, as measured by the Multidimensional Principal Performace Rubric through: the Shared Vision of Learning, School Culture and Instructional Program, Safe Efficient Effective Learning Environment, Community, Integrity Fairness Ethics and Political Social Economic Legal and Cultural Context.
Developing: Overall performance and results need improvement in order to meet standards.	The work of the principal falls within the developing range band, as measured by the Multidimensional Principal Performace Rubric through: the Shared Vision of Learning, School Culture and Instructional Program, Safe Efficient Effective Learning Environment, Community, Integrity Fairness Ethics and Political Social Economic Legal and Cultural Context.
Ineffective: Overall performance and results do not meet standards.	The work of the principal falls within the ineffective range band, as measured by the Multidimensional Principal Performace Rubric through: the Shared Vision of Learning, School Culture and Instructional Program, Safe Efficient Effective Learning Environment, Community, Integrity Fairness Ethics and Political Social Economic Legal and Cultural Context.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	54-57
Developing	36-53
Ineffective	0-35

9.8) School Visits

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

Probationary Principals

By supervisor	3
By trained administrator	1
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	2
By trained administrator	1
By trained independent evaluator	0
Enter Total	3

10. Composite Scoring (Principals)

Created Thursday, August 23, 2012
Updated Tuesday, September 11, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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	58-60
Effective	54- 57
Developing	36-53
Ineffective	0 - 35

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, June 06, 2012
Updated Friday, April 12, 2013

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

assets/survey-uploads/5276/139558-Df0w3Xx5v6/principals IMPROVEMENT PLAN_1.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

E. Appeals of Annual Professional Performance Reviews

I. RATINGS THAT MAY BE APPEALED

A. A probationary principal may only appeal an Annual Professional Performance Review ("APPR") rating of Ineffective on procedural grounds.

B. A tenured principal may only appeal an APPR rating of Ineffective or Developing.

II. GROUNDS FOR APPEAL

The scope of an APPR rating appeal is limited to the following:

For Probationary principals the appeal will only be on procedure.

For Tenured Principals the appeal may be on:
• The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law Section 3012-c;
• The adherence to the Commissioner's Regulations, as applicable to such reviews; and
• The District's issuance and/or implementation of the terms of a principal improvement plan ("PIP") under Education Law Section 3012-c.

III. PROHIBITION AGAINST MULTIPLE APPEALS

A principal may not file multiple appeals regarding the same APPR rating or PIP. All grounds for appeal must be raised with specificity within the one appeal permitted for the APPR or PIP, as applicable. Any grounds not raised at the time the appeal is filed shall be deemed waived and cannot be pursued.

IV. BURDEN OF PROOF

In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which the principal seeks relief.

V. FILING AN APPEAL

A. The first step of each appeal is to meet with the lead evaluator (Superintendent), within 5 days of the composite score is received. Should there be no resolution to the concerns raised by the principal the outlined appeals process will ensue.

B. All appeals must be submitted in writing no later than five (5) working days after the date on which the principal met with the Lead Evaluator. If the principal is challenging the issuance of a PIP, the appeal must be filed no later than five (5) working days of the issuance of the PIP. The appeal and supporting information must be filed with the Superintendent.

C. The failure to file an appeal within the time frames specified in paragraphs Aand B, above, shall constitute a waiver of the right to be appealed, and the appeal shall be dismissed with prejudice.

D. When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over the APPR rating being challenged, or the issuance/implementation of the terms of the PIP. Any documentation, materials or evidence in support of the challenge must be submitted with the appeal.

E. Any information not submitted by the principal at the time the appeal is filed will not be considered.

VI. DISTRICT'S RESPONSE TO AN APPEAL

A. Within fifteen (15) working days of receipt of an appeal, the Superintendent of Schools must complete the response; including any and all documents or written materials specific to the point or points of disagreement that support the District's response and are relevant to the resolution of the appeal.

B. Any information that is not submitted at the time the response is filed shall not be considered in any deliberations related to the resolution of the appeal.

C. The principal initiating the appeal shall receive a copy of the response filed by the District, as well as any and all additional information submitted with the response. If the principal is unavailable to personally receive the District's response at the time it is filed, delivery of a copy of the District's response to the principal may be accomplished by either (i) placing the District's Response in a sealed envelope marked "confidential" at the location designated for the principal to receive mail at the District; (2) e-mail of a copy of the District's Response to the principal at the principal's District e-mail address.

VII. REVIEW OF APPEAL

A. For each APPR appeal filed under this appeals process, a panel shall be established that acts as the final authority on that appeal (the "Panel"). The Panel shall consist of:

1. A Superintendent from one of the Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES (the "BOCES") component School Districts, selected by the Superintendent of Schools;

2. An administrator from either the BOCES or one of the BOCES component School Districts, selected by the appealing principal;
3. A third individual, also an administrator or superintendent of either the BOCES or one of the BOCES component School Districts, selected by the first two Panel members.

B. The Superintendent of Schools and the appealing principal shall each designate their respective Panel member selections within five (5) working days of the Superintendent of Schools' receipt of the appeal. The Superintendent of Schools shall give notice of his/her designation in writing to the appealing principal, and the appealing principal shall give notice of his/her designation in writing to the Superintendent of Schools. Each designation shall include the name, title, and employer of the selected individual. The designation shall include written verification that the selected individual has agreed to act as a Panel member. The written notification and verification required by this paragraph may be accomplished by electronic mail ("e-mail").

C. Within five (5) working days of designation as Panel members, the two selected individuals shall designate the third Panel member and notify the Superintendent of Schools and the principal in writing of the name, title, and employer of the third Panel member. The designation shall include written verification that the selected individual has agreed to act as a Panel member. The written notification and verification required by this paragraph may be accomplished by electronic mail ("e-mail").

D. The Panel shall coordinate with the Superintendent of Schools to ensure that each Panel member receives a copy of the appeal and a copy of the District's response to the appeal.

E. Within five (5) working days of designation of the third Panel member, the entire Panel shall meet to review the appeal and the District's response to the appeal. The Panel will not receive or take testimony and shall review the merits of the appeal solely based on the written record. Notwithstanding the foregoing, in the event that the Panel determines that the appeal should be dismissed in accordance with Article III or Article V - paragraph B, no meeting shall be necessary and the Panel may render its decision without having held a meeting to review the written evidence. In the event this occurs, the filing and notification required under paragraph F, below, shall occur on or before the date on which the Panel was to meet to review the appeal.

F. The Panel shall file a written decision on the appeal within fifteen (15) working days of the meeting referenced in paragraph E, above. The decision shall be filed with the Superintendent of Schools and a copy provided to the appealing principal. The decision shall be based on the written record, comprised of the principal's appeal papers and supporting information, as well as the response required under Section VI, above. This decision shall be final and binding. If the principal is unavailable to personally receive the decision at the time it is filed with the Superintendent of Schools, delivery of a copy of the decision to the principal may be accomplished by either (i) placing the decision in a sealed envelope marked "confidential" at the location designated for the principal to receive mail at the District; (2) e-mail of a copy of the decision to the principal at the principal's District e-mail address.

G. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the Panel may (i) set aside a rating if it has been affected by substantial error or defect; (ii) modify a rating if it has been affected by substantial error or defect; or (iii) order a new evaluation if procedures have been violated.

H. The original decision, original appeal (and supporting information), and original response required under Article VI (and supporting information), shall be placed in the principal's personnel file.

I. The time frames specified in this Article may be extended by mutual consent of all parties. Every effort will be made to adhere to the timelines set forth in the appeals process and to be consistant with the timely and expeditious requirements of Education Law 3012-C. The consent must be in writing. For purposes of this paragraph, the written consent may be accomplished by electronic mail ("e-mail").

J. If still in disagreement the principal may submit a written response to the evaluation within 10 business days of the decision of the Committee. This letter will be placed in the personnel file along with the final annual evaluation.

VIII. EXCLUSIVITY OF EDUCATION LAW SECTION 3012-C APPEAL PROCEDURE

This appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal APPR or improvement plan. A principal may not resort to any other procedure for the resolution of challenges and appeals related to an APPR or improvement plan including, but not limited to, any grievance procedure set forth in an applicable collective bargaining agreement, except as otherwise authorized by law.

APPR Appeal Timeline Checklist – Appendix C

PROCEDURAL CHECKLIST – Appendix C
Is an additional attachment to this document, it did not paste well into this section.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

F. Duration and Nature of Training Provided to Evaluators and Lead Evaluators
(a) The "lead evaluator" is the administrator who is primarily responsible for a principal's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a principal.
(b) All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall be ongoing and include application and use of the State-approved principal practice rubric(s) selected by the District for use in evaluations.
(c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the School Board as a lead evaluator of principals.
(d) Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a district administrator from conducting observations as part of an annual professional performance review under Chapter 103 prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review.
(e) Recertification will occur in the same manner.
(f) Successful completion of training will ensure inter-rater reliability.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, June 06, 2012
Updated Wednesday, April 17, 2013

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/139503-3Uqgn5g9Iu/Joint Certification - April 2013.pdf

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

PROCEDURAL CHECKLIST – Appendix C
APPR APPEAL - PRINCIPAL

Dates

APPR Rating Received: _____

Meeting With Superintendent _____

Appeal must be filed by (5): _____
* Appeal filed: _____

District's response must be filed by (15):_____
* District's response filed: _____
* District's response copied to principal: _____ method: _____

Initial Panel designations must be made by (5): _____
* Superintendent's Panel designation to principal: _____ method: _____
* Principal's Panel designation to Superintendent: _____ method: _____

Third Panel designation must be made by (5): _____
* Third Panel designation to Superintendent: _____ method: _____
* Third Panel designation to principal: _____ method: _____

Date appeal and District response provided to Panel (5): _____ method: _____

Date Panel must meet: _____
* Date Panel met: _____

Decision must be filed (15): _____
* Decision filed: _____
* Copy to principal: _____ method: _____

Use only if Panel determines dismissal is warranted based on procedural grounds:
Date Panel must file decision: _____
(same as date Panel must meet)
* Decision filed: _____
* Copy to principal: _____ method: _____

LaFargeville Central School District Appendix E
K-12 Comparable Growth Measure
(Student Learning Objective) 20 point scale

Percent of Students Meeting Target Goal	Points
95-100	20
90-94	19
85-89	18
83-84	17
81-82	16
79-80	15
77-78	14
75-76	13
72-74	12
69-71	11
66-68	10
63-65	9
60-62	8
57-59	7
55-56	6
53-54	5
50-52	4
47-49	3
25-46	2
1-24	1
0	0

Appendix B

Other Measures of Teacher Performance – 60 Points

Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1 – 1.4	24
Developing	1.5 – 2.4	30 – 56
Effective	2.5 – 3.4	57 – 58.8
Highly Effective	3.5 – 4	59 - 60

Rubric Score to Sub-Component – Weighted Formula - Step 1

Domain 1 $\frac{\text{Number Points Received}}{36}$ X 4 = Domain Average X .266 = _____

Domain 2 $\frac{\text{Number Points Received}}{20}$ X 4 = Domain Average X .267 = _____

Domain 3 $\frac{\text{Number Points Received}}{20}$ X 4 = Domain Average X .267 = _____

Domain 4 $\frac{\text{Number Points Received}}{24}$ X 4 = Domain Average X .20 = _____

Total of All 4 Domains = _____

Rubric Score to Sub-Component Conversion Chart – Step 2

Total Average Rubric Score	Category	Conversion Score for Composite
Ineffective 0-24		
1		0
1.1		6
1.2		12
1.3		18
1.4		24
Developing 30-56		
1.5		30
1.6		36
1.7		42
1.8		50
1.9		51
2		52
2.1		53
2.2		54
2.3		55
2.4		56

Effective 57-58.8		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

**Normal rounding rules apply to the half and quarter percentage points.

***Normal rounding rules apply to the half points.

TEACHERS' IMPROVEMENT PLAN

_____	_____	_____
Teacher	Date	Administrator
_____	____/____/____/____	_____
Subject/Grade Level	Score Breakdown	Composite Score

Framework – Domain-Element Chosen for Further Development	Critical Attributes Indicating Success	Teacher's Action Plan	Administrative Responsibilities	Timeline of Progress/Review	Elements of Measurement

Administrator's Signature _____ Date_____

Teacher's Signature _____ Date _____

LTA Representative/Signature_____ Date _____

or Teacher's Signature Waiving Representation _____ Date_____

_____ Teacher

_____ Administrator

Meeting Date	Evaluator Comments of Progress	Evaluator Initials	Teacher Comments	Teacher Initials

Recommendation for Results of TIP

☐ The teacher has met the performance goals identified through the TIP.

☐ The teacher has not met the performance goals.

Teacher Improvement Plan

The purpose of a Teacher Improvement Plan (TIP) is to provide the teacher with a concrete set of agreed upon expectations based on evidence collected from the previous school year that attributed to a ranking of ineffective or developing. In order for this process to be successful the teacher and supervisor must be in partnership and active contributors to the success of the plan. The plan will provide agreed upon action steps, timelines, and District supports to build the capacity of the teacher to increase the likelihood of moving the teacher to the effective realm.

In accordance with the laws and regulations of 3012c any and all teachers identified as ineffective or developing, in the total composite rating, will be provided a Teacher Improvement Plan. The plan will contain: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which improvement will be assessed; and where appropriate, differentiated activities to support improvement in the identified areas.

The following procedure will be followed.

1. Upon receipt of the teacher's composite rating, those rated ineffective or developing will be notified in writing. The notification will address the composite rating. There is an expectation of scheduling a mutually agreed upon time, to discuss the formulation of the Teacher Improvement Plan (TIP) with their administrator. This meeting to discuss the implementation of the TIP must take place within five (5) days, commencing with the first day teachers are to report.

2. The administrator, in collaboration with the teacher, will select the Domain/Elements to address in the TIP.

3. The plan will include: Critical Attributes Indicating Success, Teacher's Action Plan, Administrative Responsibilities, Timeline and Elements of Measurement. These will be specific expectations that will, if followed, lead to improvement. (Forms – Appendix D)

4. The teacher, administrator and LTA Representative (unless waived) will sign and date the improvement plan. A copy will be provided to the teacher with the original signed copy being placed into the teacher's personnel file.

5. By regulation the TIP must be signed and implemented within ten (10) school days of the following school year or as soon as the evaluations are complete including receipt of the State Scores.

6. Costs associated with the implementation of a TIP, including but not limited to registration, fees, materials and travel, shall be borne by the District.

Discipline action, predicated upon the first year of an ineffective or developing evaluation rating of said teacher, shall not be taken by the District against a tenured teacher, until the TIP has been implemented and the time line has been completed allowing for the effectiveness of the teacher's performance to be re-evaluated

LaFargeville Appendix A-2
Local 15 Points
Teachers 4 - 8 (with State Assessments)

Percentage of students' achieving mastery on the required regents	Avg. 10/11/12	2013	Difference
Algebra			
Global Studies			
US History			
ELA			
Living Environment			
Average of the Difference in the Average of the Five			

Conversion Chart

% increase (decrease)		15 point conversion
-4	Ineffective	0
-3.5		1
-3		2
-2.5	Developing	3
-2.25		4
-2		5
-1.75		6
-1.5		6.5
-1.25		7
-1	Effective	8
-.75		9
-.50		10
-.25		11
0		11.5
.5		12
1		12.5
1.5		13
2		13.5
2.25	Highly Effective	14
2.50		14.5
3		15

*Should there be no value added scores these teachers would use Appendix A-3.

**Normal rounding rules apply to the half and quarter percentage points.

***Normal rounding rules apply to the half points.

LaFargeville Appendix A-3
Local 20
Teachers Pre-K through 12

Percentage of students' achieving mastery on the required regents	Avg. 10/11/12	2013	Difference
Algebra			
Global Studies			
US History			
ELA			
Living Environment			
Average of the Difference in the Average of 5			

Conversion Chart

% increase (decrease)		20 point conversion
-4	Ineffective	0
-3.5		1
-3		2
-2.5	Developing	3
-2.25		4
-2		5
-1.75		6
-1.5		7
-1.25		8
-1	Effective	9
-.75		10
-.50		11
-.25		12
0		13
.5		14
1		15
1.5		16
2		17
2.25	Highly Effective	18
2.50		19
3		20

**Normal rounding rules apply to the half and quarter percentage points.

APPENDIX B

Scoring Methodology for the 60% Principal Evaluation

Final Principal Effective Conversion Scale – Step 3

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1 – 1.7	0 - 35
Developing	1.8 – 2.4	36 – 53
Effective	2.5 – 3.4	54 – 57
Highly Effective	3.5 – 4	58 - 60

For the final step (3) the scores on steps one (1) and two (2) will be added together.
Aall scores will be rounded to the nearest conversion point out of 60.

Part 1 – Step 1 (31 possible points)

$$\frac{4(\text{\#items rated highly effective}) + 3(\text{\#items rated effective}) + 2(\text{\# of items rated developing}) + 1(\text{\# of items rated ineffective})}{31}$$

Part 2 – Step 1 (29 possible points)

Goal 1 Number of Points Received X .25 = _____

Goal 2 Number of Points Received X .25 = _____

Goal 3 Number of Points Received X .25 = _____

Goal 4 Number of Points Received X .25 = _____

Total of 4 = _____

Rubric Score to Sub-Component Conversion Chart Principals – Part 1 - Step 2

Total Average Rubric Score	Category	Conversion Score for Composite
Ineffective 0-18		
1		0
1.1		5
1.2		10
1.3		15
1.4		18
Developing 19-27		
1.5		19
1.6		20
1.7		21
1.8		22
1.9		23
2		24
2.1		25
2.2		26
2.3		26.5
2.4		27
Effective 28-29		
2.5		28
2.6		28.1
2.7		28.2
2.8		28.3
2.9		28.4
3		28.5
3.1		28.6
3.2		28.7
3.3		28.9
3.4		29
Highly Effective 30-31		
3.5		30
3.6		30.2
3.7		30.4
3.8		30.6
3.9		30.8
4		31

Rubric Score to Sub-Component Conversion Chart Principals – Part 2 - Step 2

Total Average Rubric Score	Category	Conversion Score for Composite
Ineffective 0-17		
1		0
1.1		5
1.2		12
1.3		14
1.4		17
Developing 18-25		
1.5		18
1.6		19
1.7		20
1.8		21
1.9		22
2		23
2.1		23.5
2.2		24
2.3		24.5
2.4		25
Effective 26-27		
2.5		26
2.6		26.1
2.7		26.2
2.8		26.3
2.9		26.4
3		26.5
3.1		26.6
3.2		26.7
3.3		26.9
3.4		27
Highly Effective 28-29		
3.5		28
3.6		28.2
3.7		28.4
3.8		28.6
3.9		28.8
4		29

*Normal rounding rules apply to the half and quarter percentage points.

**Normal rounding rules apply to the half points.

Principals (with State Assessments)
Appendix A-2
Local 15

Percentage of students' achieving mastery on the required regents	Avg. 10/11/12	2013	Difference
Algebra			
Global Studies			
US History			
ELA			
Living Environment			
Average of the difference in the Averages of the 5			

Conversion Chart

% increase (decrease)		15 point conversion
-4	Ineffective	0
-3.5		1
-3		2
-2.5	Developing	3
-2.25		4
-2		5
-1.75		6
-1.5		6.5
-1.25		7
-1	Effective	8
-.75		9
-.50		10
-.25		11
0		11.5
.5		12
1		12.5
1.5		13
2		13.5
2.25	Highly Effective	14
2.50		14.5
3		15

*Should there be no value added scores this principal would use Appendix A-4.
**Normal rounding rules apply to the half and quarter percentage points.
***Normal rounding rules apply to the half points.

LaFargeville Appendix A-4
Local 20 Points
Principals (Without Value Added Score)

Percentage of students' achieving mastery on the required regents	Avg. 10/11/12	2013	Difference
Algebra			
Global Studies			
US History			
ELA			
Living Environment			
Average of the difference in the Averages of the 5			

Conversion Chart

% increase (decrease)		20 point conversion
-4	Ineffective	0
-3.5		1
-3		2
-2.5	Developing	3
-2.25		4
-2		5
-1.75		6
-1.5		7
-1.25		8
-1	Effective	9
-.75		10
-.50		11
-.25		12
0		13
.5		14
1		15
1.5		16
2		17
2.25	Highly Effective	18
2.50		19
3		20

*Normal rounding rules apply to the half and quarter percentage points.

PRINCIPALS' IMPROVEMENT PLAN

_____	_____	_____
Principal	Date	Superintendent
_____	____/____/____/____	_____
Subject/Grade Level	20 20 31 29 Score Breakdown	Composite Score

Principal Goals (1 to3)	Rubric – Domain-Element Chosen for Further Development	Critical Attributes Indicating Success	Principal's Action Plan	Superintendent Responsibilities	Timeline of Progress & Review	Elements of Measurement

Principal's Signature _____ Date_____

Superintendent's Signature _____ Date _____

Meeting Date	Evaluator Comments of Progress	Evaluator Initials	Principal's Comments	Principal's Initials

Recommendation for Results of PIP

☐ The principal has met the performance goals identified through the PIP.

☐ The principal has not met the performance goals.

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 4/17/13

Teachers Union President Signature: Date: 4/17/13

Melissa Eichhorn

Administrative Union President Signature: Date:

Anita James 4/17/13

Board of Education President Signature: Date: 4/17/13

Sheryl Wilson.