



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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June 26, 2014

**Revised**

Ramona N. Wenck, Superintendent  
Laurens Central School District  
55 Main Street, P.O. Box 301  
Laurens, NY 13796

Dear Superintendent Wenck:

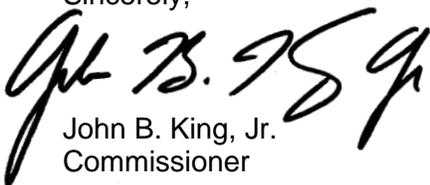
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Nicholas Savin

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, January 28, 2014

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 470801040000

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

470801040000

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

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

LAURENS CSD

#### 1.3) Assurances

Please check all of the boxes below:

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

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

## 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Monday, April 07, 2014

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy
1	State-approved 3rd party assessment	STAR Reading
2	State-approved 3rd party assessment	STAR Reading

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Students will be given a pretest at the beginning of the year to establish baseline scores. Using that data teachers will set Individual growth targets for students. The Administration will approve all growth targets. HEDI points will be assigned to teachers by the Building Principal based on the percent of

students meeting or exceeding their student growth targets.

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

The overall performance and results exceed standards. Teachers of grades K-2 ELA will be considered highly effective in this sub-component if 85 - 100% of students meet their set growth targets. Teachers of 3rd grade ELA will be considered highly effective if 85 - 100% of their students meet the set growth targets.

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

The overall performance and results meet standards. Teachers of grades K-2 ELA will be considered effective in this sub-component if 65 - 84% of students meet their growth targets. Teachers of 3rd grade ELA will be considered effective if 65 - 84% of their students meet the set growth targets.

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

The overall performance and results need improvement in order to meet standards. Teachers of grades K-2 ELA will be considered developing in this sub-component if 22 - 64% of their students meet the set growth targets. Teachers of 3rd grade ELA will be considered developing if 22-64% of their students meet the set growth targets.

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

The overall performance and results do not meet standards. Teachers of grades K-2 ELA will be considered Ineffective in this sub-component if 0 - 21% of their students met the set growth targets. Teachers in 3rd grade ELA will be considered ineffective if 0-21% of their students meet the set growth targets.

## 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	STAR Math
1	State-approved 3rd party assessment	STAR Math
2	State-approved 3rd party assessment	STAR Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Students will be given a pretest at the beginning of the year to establish baseline scores. Using that data teachers will set Individual growth targets for students. The Administration will approve all growth targets. HEDI points will be assigned to teachers by the Building Principal based on the percent of students meeting or exceeding their student growth targets.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The overall performance and results exceed standards. Teachers of grades K-2 math will be considered highly effective in this sub-component if 85 - 100% of students meet their set growth targets. Teachers of 3rd grade math will be considered highly effective if 85 - 100% of their students meet the set growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The overall performance and results meet standards. Teachers of grades K-2 math will be considered effective in this sub-component if 65 - 84% of students meet their growth targets. Teachers of 3rd grade math will be considered effective if 65 - 84% of their students meet the set growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The overall performance and results need improvement in order to meet standards. Teachers of grades K-2 math will be considered developing in this sub-component if 22 - 64% of their students meet the set growth targets. Teachers of 3rd grade math will be considered developing if 22-64% of their students meet the set growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The overall performance and results do not meet standards. Teachers of grades K-2 math will be considered Ineffective in this sub-component if 0 - 21% of their students met the set growth targets. Teachers in 3rd grade math will be considered ineffective if 0-21% of their students meet the set growth targets.

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	LCS developed 6th grade Science Assessment
7	District, regional or BOCES-developed assessment	LCS developed 7th grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest at the beginning of the year to establish baseline scores. Using that data teachers will set Individual growth targets for students. The Administration will approve all growth targets. HEDI points will be assigned to teachers by the Building Principal based on the percent of students meeting or exceeding their student growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The overall performance and results exceed standards. Teachers of grades 6, 7 and 8 Science will be considered highly effective in this sub-component if 85 - 100% of students meet their set growth targets.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The overall performance and results meet standards. Teachers of grades 6, 7 and 8 science will be considered effective in this sub-component if 65 - 84% of students meet their growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The overall performance and results need improvement in order to meet standards. Teachers of grades 6, 7 and 8 science will be considered developing in this sub-component if 22 - 64% of their students meet the set growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The overall performance and results do not meet standards. Teachers of grades 6, 7 and 8 science will be considered Ineffective in this sub-component if 0 - 21% of their students met the set growth targets.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	LCS developed 6th grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	LCS developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	LCS developed 8th grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest at the beginning of the year to establish baseline scores. Using that data teachers will set Individual growth targets for students. The Administration will approve all growth targets. HEDI points will be assigned to teachers by the Building Principal based on the percent of students meeting or exceeding their student growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The overall performance and results exceed standards. Teachers of grades 6, 7 and 8 Social Studies will be considered highly effective in this sub-component if 85 - 100% of students meet their set growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	The overall performance and results meet standards. Teachers of grades 6, 7 and 8 social studies will be considered effective in this sub-component if 65 - 84% of students meet their growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	The overall performance and results need improvement in order to meet standards. Teachers of grades 6, 7 and 8 social studies will be considered developing in this sub-component if 22 - 64% of their students meet the set growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The overall performance and results do not meet standards. Teachers of grades 6, 7 and 8 social studies will be considered Ineffective in this sub-component if 0 - 21% of their students met the set growth targets.

## 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	LCS developed 9th Grade Global I Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest at the beginning of the year to establish baseline scores. Using that data teachers will set Individual growth targets for students. The Administration will approve all growth targets. HEDI points will be assigned to teachers by the Building Principal based on the percent of students meeting or exceeding their student growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The overall performance and results exceed standards. Teachers of high school Social Studies will be considered highly effective in this sub-component if 85 - 100% of students meet their set growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	The overall performance and results meet standards. Teachers of high school social studies will be considered effective in this sub-component if 65 - 84% of students meet their growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	The overall performance and results need improvement in order to meet standards. Teachers of high school social studies will be considered developing in this sub-component if 22 - 64% of their students meet the set growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The overall performance and results do not meet standards. Teachers of high school social studies will be considered Ineffective in this sub-component if 0 - 21% of their students met the set growth targets.

## 2.7) High School Science Regents Courses

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

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

Science Regents Courses	Assessment
-------------------------	------------

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest at the beginning of the year to establish baseline scores. Using that data teachers will set Individual growth targets for students. The Administration will approve all growth targets. HEDI points will be assigned to teachers by the Building Principal based on the percent of students meeting or exceeding their student growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The overall performance and results exceed standards. Teachers of high school science will be considered highly effective in this sub-component if 85 - 100% of students meet their set growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	The overall performance and results meet standards. Teachers of high school science will be considered effective in this sub-component if 65 - 84% of students meet their growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	The overall performance and results need improvement in order to meet standards. Teachers of high school science will be considered developing in this sub-component if 22 - 64% of their students meet the set growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The overall performance and results do not meet standards. Teachers of high school science will be considered Ineffective in this sub-component if 0 - 21% of their students met the set growth targets.

## 2.8) High School Math Regents Courses

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

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

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

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

assessments listed for this Task.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Students will be given a pretest at the beginning of the year to establish baseline scores. Using that data teachers will set Individual growth targets for students. The Administration will approve all growth targets. HEDI points will be assigned to teachers by the Building Principal based on the percent of students meeting or exceeding their student growth targets. The District will be administering the Integrated Algebra Regents exam and the Common Core Algebra Regents to students enrolled in Common Core Algebra. The higher assessment score will be used to determine teacher growth scores.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>The overall performance and results exceed standards. Teachers of high school math will be considered highly effective in this sub-component if 85 - 100% of students meet their set growth targets.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>The overall performance and results meet standards. Teachers of high school math will be considered effective in this sub-component if 65 - 84% of students meet their growth targets.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>The overall performance and results need improvement in order to meet standards. Teachers of high school math will be considered developing in this sub-component if 22 - 64% of their students meet the set growth targets.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>The overall performance and results do not meet standards. Teachers of high school math will be considered Ineffective in this sub-component if 0 - 21% of their students met the set growth targets.</p>

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	LCS developed 9th grade ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	LCS developed 10th grade ELA assessment
Grade 11 ELA	Regents assessment	NYSComprehensive English Regents Assessment and Common Core English Regents Assessments

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

in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest at the beginning of the year to establish baseline scores. Using that data teachers will set Individual growth targets for students. The Administration will approve all growth targets. HEDI points will be assigned to teachers by the Building Principal based on the percent of students meeting or exceeding their student growth targets. The District will be administering the NYS Comprehensive English Regents exam and the Common Core English Regents. The higher assessment score will be used to determine teacher growth scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers in high school ELA will be considered highly effective if 85-100% of their students meet the set growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers in high school ELA will be considered effective if 65-84% of their students meet set growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers in high school ELA will be considered developing if 22-64% of their students meet the set growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers in high school ELA will be considered ineffective if only 0-21% of their students meet the set growth targets.

## 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
All other courses not named above	District, Regional or BOCES-developed	LCS developed grade/subject specific assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest at the beginning of the year to establish baseline scores. Using that data teachers will set Individual growth targets for students. The Administration will approve all growth targets. HEDI points will be assigned to teachers by the Building Principal based on the percent of students meeting or exceeding their student growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers who are considered highly effective will have 85-100% of students meet their set growth targets
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who are considered effective in this sub-component will have 65-84% of students meet their set growth targets.

Developing (3 - 8 points) Results are below District goals for similar students.	Teachers who are considered developing in this sub-component will have 22-64% of students meet their set growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who are considered ineffective in this sub-component will have 0-21% of students meet their set growth targets.

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/5364/140617-TXEttx9bQW/HEDI Scoring Bands Growth Model for SLO's .doc

## 2.12) Locally Developed Controls

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

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

To determine growth scores, no locally developed controls will be established.

## 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: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, May 28, 2014

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#### Page 1

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

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
5	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
6	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
7	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
8	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments

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.	How the Local Achievement Score will be calculated:  A HEDI score will be awarded based on levels of student proficiency for each NYS 3-8 assessment. The district defines proficiency as a level 3 or 4 on those assessments. A HEDI
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score will be awarded for each Regents exam and each FLACS Checkpoint exam based the percentage of students scoring 65 or above and the percentage change in students scoring "college and career ready" on those tests. "College and Career" ready will equate to a score of 75 or better on the Comprehensive English Regents or Common Core Regents English Assessment and a score of 80 or better on any math Regents. Those HEDI scores will be averaged into a final HEDI score.

The District will administer both the Comprehensive English Regents and Common Core Regents English Assessment. Teachers will receive a HEDI score based on the higher of the two ELA assessment scores.

The District will administer both the Integrated Algebra Regents and the Common Core Algebra Regents Assessment. Teachers will receive a HEDI score based on the higher of the two math assessment scores.

The process for all teachers:

The Laurens Central School District has chosen to use state assessment and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or regionally developed FLACS Check point A and B Assessments. The District wide goal will be based on the percent of students proficient on all state assessments: NYS 3-8 ELA, Math and Science (as applicable), the percent of students proficient on all Regents examinations, and FLACS checkpoints A and B, taken in grades 8 and 10. The results will be averaged together to create one Local Achievement Score for all teachers.

1. Each 3-8 NYS Exam, Regents exam, and FLACS checkpoints A and B exams given would receive a score from 0-20 based on the attached chart
2. All of the scores would be averaged together to create one local achievement score for District staff.
3. For each exam where there was an increase in the number of students considered "on track for college and career readiness" (Level 3 on 3-8 exams, 75 on English Regents, 80 on any math Regents) from the prior year, an extra score of 20 will be averaged into the total number of exams.
4. For social studies and science Regents exams, there will be an additional score of 20 averaged into the total number of exams for each exam in which there was an increase in the number of students at the mastery level (85 or above) from the prior year's exam.

(15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure)

The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale):

Ineffective 0-2

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Developing 3-8  
 Effective 9-17  
 Highly Effective 18-20

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and see attachment LCS APPR Appendix for Local Achievement Component for Teachers
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and see attachment LCS APPR Appendix for Local Achievement Component for Teachers
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and see attachment LCS APPR Appendix for Local Achievement Component for Teachers
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and see attachment LCS APPR Appendix for Local Achievement Component for Teachers

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
5	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
6	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
7	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
8	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>How the Local Achievement Score will be calculated:</p> <p>A HEDI score will be awarded based on levels of student proficiency for each NYS 3-8 assessment. The district defines proficiency as a level 3 or 4 on those assessments. A HEDI score will be awarded for each Regents exam and each FLACS Checkpoint exam based the percentage of students scoring 65 or above and the percentage change in students scoring "college and career ready" on those tests. "College and Career" ready</p>
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will equate to a score of 75 or better on the Comprehensive English Regents or Common Core Regents English Assessment and a score of 80 or better on any math Regents. Those HEDI scores will be averaged into a final HEDI score.

The District will administer both the Comprehensive English Regents and Common Core Regents English Assessment. Teachers will receive a HEDI score based on the higher of the two ELA assessment scores.

The District will administer both the Integrated Algebra Regents and the Common Core Algebra Regents Assessment. Teachers will receive a HEDI score based on the higher of the two math assessment scores.

The process for all teachers:

The Laurens Central School District has chosen to use state assessment and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or regionally developed FLACS Check point A and B Assessments. The District wide goal will be based on the percent of students proficient on all state assessments: NYS 3-8 ELA, Math and Science (as applicable), the percent of students proficient on all Regents examinations, and FLACS checkpoints A and B, taken in grades 8 and 10. The results will be averaged together to create one Local Achievement Score for all teachers.

1. Each 3-8 NYS Exam, Regents exam, and FLACS checkpoints A and B exams given would receive a score from 0-20 based on the attached chart

2. All of the scores would be averaged together to create one local achievement score for District staff.

3. For each exam where there was an increase in the number of students considered “on track for college and career readiness” (Level 3 on 3-8 exams, 75 on English Regents, 80 on any math Regents) from the prior year, an extra score of 20 will be averaged into the total number of exams.

4. For social studies and science Regents exams, there will be an additional score of 20 averaged into the total number of exams for each exam in which there was an increase in the number of students at the mastery level (85 or above) from the prior year’s exam.

(15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure)

The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale):

Ineffective 0-2  
Developing 3-8  
Effective 9-17  
Highly Effective 18-20

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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and see attachment LCS APPR Appendix for Local Achievement Component for Teachers
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and see attachment LCS APPR Appendix for Local Achievement Component for Teachers
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and see attachment LCS APPR Appendix for Local Achievement Component for Teachers
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and see attachment LCS APPR Appendix for Local Achievement Component for Teachers

### 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/12149/951704-rhJdBgDruP/Laurens Central School 20-15 two sample charts for 3.3 .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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
1	6(ii) School-wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
2	6(ii) School-wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
3	6(ii) School-wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>How the Local Achievement Score will be calculated:            A HEDI score will be awarded based on levels of student proficiency for each NYS 3-8 assessment. The district defines proficiency as a level 3 or 4 on those assessments. A HEDI score will be awarded for each Regents exam and each FLACS Checkpoint exam based the percentage of students scoring 65 or above and the percentage change in students scoring "college and career ready" on those tests. "College and Career" ready will equate to a score of 75 or better on the Comprehensive English Regents or Common Core Regents English Assessment and a score of 80 or better on any math Regents. Those HEDI scores will be averaged into a final HEDI score.</p> <p>The District will administer both the Comprehensive English Regents and Common Core Regents English Assessment. Teachers will receive a HEDI score based on the higher of the two ELA assessment scores.</p> <p>The District will administer both the Integrated Algebra Regents and the Common Core Algebra Regents Assessment. Teachers will receive a HEDI score based on the higher of the two math assessment scores.</p>
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The process for all teachers:

The Laurens Central School District has chosen to use state assessment and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or regionally developed FLACS Check point A and B Assessments. The District wide goal will be based on the percent of students proficient on all state assessments: NYS 3-8 ELA, Math and Science (as applicable), the percent of students proficient on all Regents examinations, and FLACS checkpoints A and B, taken in grades 8 and 10. The results will be averaged together to create one Local Achievement Score for all teachers.

1. Each 3-8 NYS Exam, Regents exam, and FLACS checkpoints A and B exams given would receive a score from 0-20 based on the attached chart
2. All of the scores would be averaged together to create one local achievement score for District staff.
3. For each exam where there was an increase in the number of students considered “on track for college and career readiness” (Level 3 on 3-8 exams, 75 on English Regents, 80 on any math Regents) from the prior year, an extra score of 20 will be averaged into the total number of exams.
4. For social studies and science Regents exams, there will be an additional score of 20 averaged into the total number of exams for each exam in which there was an increase in the number of students at the mastery level (85 or above) from the prior year’s exam.

The HEDI scoring ranges will be:

- Ineffective 0-2
- Developing 3-8
- Effective 9-17
- Highly Effective 18-20

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and see attachment LCS APPR Appendix for Local Achievement Component for Teachers
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and see attachment LCS APPR Appendix for Local Achievement Component for Teachers
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and see attachment LCS APPR Appendix for Local Achievement Component for Teachers
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and see attachment LCS APPR Appendix for Local Achievement Component for Teachers

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
1	6(ii) School-wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
2	6(ii) School-wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
3	6(ii) School-wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments

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.

How the Local Achievement Score will be calculated:

A HEDI score will be awarded based on levels of student proficiency for each NYS 3-8 assessment. The district defines proficiency as a level 3 or 4 on those assessments. A HEDI score will be awarded for each Regents exam and each FLACS Checkpoint exam based the percentage of students scoring 65 or above and the percentage change in students scoring "college and career ready" on those tests. "College and Career" ready will equate to a score of 75 or better on the Comprehensive English Regents or Common Core Regents English Assessment and a score of 80 or better on any math Regents. Those HEDI scores will be averaged into a final HEDI score.

The District will administer both the Comprehensive English Regents and Common Core Regents English Assessment. Teachers will receive a HEDI score based on the higher of the two ELA assessment scores.

The District will administer both the Integrated Algebra Regents and the Common Core Algebra Regents Assessment. Teachers will receive a HEDI score based on the higher of the two math assessment scores.

The process for all teachers:

The Laurens Central School District has chosen to use state assessment and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or regionally developed FLACS Check point A and B Assessments. The District wide goal will be based on the percent of students proficient on all state assessments: NYS 3-8 ELA, Math and Science (as applicable), the percent of students proficient on all Regents examinations, and FLACS checkpoints A and B, taken in grades 8 and 10. The results will be averaged together to create one Local Achievement Score for all teachers.

1. Each 3-8 NYS Exam, Regents exam, and FLACS checkpoints A and B exams given would receive a score from 0-20 based on the attached chart
2. All of the scores would be averaged together to create one local achievement score for District staff.
3. For each exam where there was an increase in the number of students considered “on track for college and career readiness” (Level 3 on 3-8 exams, 75 on English Regents, 80 on any math Regents) from the prior year, an extra score of 20 will be averaged into the total number of exams.
4. For social studies and science Regents exams, there will be an additional score of 20 averaged into the total number of exams for each exam in which there was an increase in the number of students at the mastery level (85 or above) from the prior year’s exam.

The HEDI scoring ranges will be:

- Ineffective 0-2
- Developing 3-8
- Effective 9-17
- Highly Effective 18-20

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
7	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
8	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments

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.

How the Local Achievement Score will be calculated:

A HEDI score will be awarded based on levels of student proficiency for each NYS 3-8 assessment. The district defines proficiency as a level 3 or 4 on those assessments. A HEDI score will be awarded for each Regents exam and each FLACS Checkpoint exam based the percentage of students scoring 65 or above and the percentage change in students scoring "college and career ready" on those tests. "College and Career" ready will equate to a score of 75 or better on the Comprehensive English Regents or Common Core Regents English Assessment and a score of 80 or better on any math Regents. Those HEDI scores will be averaged into a final HEDI score.

The District will administer both the Comprehensive English Regents and Common Core Regents English Assessment. Teachers will receive a HEDI score based on the higher of the two ELA assessment scores.

The District will administer both the Integrated Algebra Regents and the Common Core Algebra Regents Assessment. Teachers will receive a HEDI score based on the higher of the two math assessment scores.

The process for all teachers:

The Laurens Central School District has chosen to use state assessment and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or regionally developed FLACS Check point A and B Assessments. The District wide goal will be based on the percent of students proficient on all state assessments: NYS 3-8 ELA, Math and Science (as applicable), the percent of students proficient on all Regents examinations, and FLACS checkpoints A and B, taken in grades 8 and 10. The results will be averaged together to create one Local Achievement Score for all teachers.

1. Each 3-8 NYS Exam, Regents exam, and FLACS checkpoints A and B exams given would receive a score from 0-20 based on the attached chart
2. All of the scores would be averaged together to create one local achievement score for District staff.
3. For each exam where there was an increase in the number of students considered "on track for college and career readiness" (Level 3 on 3-8 exams, 75 on English Regents, 80 on any math Regents) from the prior year, an extra score of 20 will be averaged into the total number of exams.
4. For social studies and science Regents exams, there will be an additional score of 20 averaged into the total number of exams for each exam in which there was an increase in the number of students at the mastery level (85 or above) from the prior year's exam.

The HEDI scoring ranges will be:

Ineffective 0-2  
 Developing 3-8  
 Effective 9-17  
 Highly Effective 18-20

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
7	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
8	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments

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.	<p>How the Local Achievement Score will be calculated:</p> <p>A HEDI score will be awarded based on levels of student proficiency for each NYS 3-8 assessment. The district defines proficiency as a level 3 or 4 on those assessments. A HEDI score will be awarded for each Regents exam and each FLACS Checkpoint exam based the percentage of students scoring 65 or above and the percentage change in students scoring "college and career ready" on those tests. "College and Career" ready will equate to a score of 75 or better on the Comprehensive English Regents or Common Core Regents English Assessment and a score of 80 or better on any math Regents. Those HEDI scores will be averaged into a final HEDI score.</p>
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The District will administer both the Comprehensive English Regents and Common Core Regents English Assessment. Teachers will receive a HEDI score based on the higher of the two ELA assessment scores.

The District will administer both the Integrated Algebra Regents and the Common Core Algebra Regents Assessment. Teachers will receive a HEDI score based on the higher of the two math assessment scores.

The process for all teachers:

The Laurens Central School District has chosen to use state assessment and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or regionally developed FLACS Check point A and B Assessments. The District wide goal will be based on the percent of students proficient on all state assessments: NYS 3-8 ELA, Math and Science (as applicable), the percent of students proficient on all Regents examinations, and FLACS checkpoints A and B, taken in grades 8 and 10. The results will be averaged together to create one Local Achievement Score for all teachers.

1. Each 3-8 NYS Exam, Regents exam, and FLACS checkpoints A and B exams given would receive a score from 0-20 based on the attached chart
2. All of the scores would be averaged together to create one local achievement score for District staff.
3. For each exam where there was an increase in the number of students considered “on track for college and career readiness” (Level 3 on 3-8 exams, 75 on English Regents, 80 on any math Regents) from the prior year, an extra score of 20 will be averaged into the total number of exams.
4. For social studies and science Regents exams, there will be an additional score of 20 averaged into the total number of exams for each exam in which there was an increase in the number of students at the mastery level (85 or above) from the prior year’s exam.

The HEDI scoring ranges will be:

- Ineffective 0-2
- Developing 3-8
- Effective 9-17
- Highly Effective 18-20

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers

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

See attachment LCS APPR Appendix for Local Achievement Component for Teachers

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
Global 2	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
American History	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments

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.

How the Local Achievement Score will be calculated:

A HEDI score will be awarded based on levels of student proficiency for each NYS 3-8 assessment. The district defines proficiency as a level 3 or 4 on those assessments. A HEDI score will be awarded for each Regents exam and each FLACS Checkpoint exam based the percentage of students scoring 65 or above and the percentage change in students scoring "college and career ready" on those tests. "College and Career" ready will equate to a score of 75 or better on the Comprehensive English Regents or Common Core Regents English Assessment and a score of 80 or better on any math Regents. Those HEDI scores will be averaged into a final HEDI score.

The District will administer both the Comprehensive English Regents and Common Core Regents English Assessment. Teachers will receive a HEDI score based on the higher of the two ELA assessment scores.

The District will administer both the Integrated Algebra Regents and the Common Core Algebra Regents Assessment. Teachers will receive a HEDI score based on the higher of the two math assessment scores.

The process for all teachers:

The Laurens Central School District has chosen to use state assessment and equivalent state assessments in a different way.

We will look specifically at the number of students scoring in the proficient range on all state assessments or regionally developed FLACS Check point A and B Assessments. The District wide goal will be based on the percent of students proficient on all state assessments: NYS 3-8 ELA, Math and Science (as applicable), the percent of students proficient on all Regents examinations, and FLACS checkpoints A and B, taken in grades 8 and 10. The results will be averaged together to create one Local Achievement Score for all teachers.

1. Each 3-8 NYS Exam, Regents exam, and FLACS checkpoints A and B exams given would receive a score from 0-20 based on the attached chart
2. All of the scores would be averaged together to create one local achievement score for District staff.
3. For each exam where there was an increase in the number of students considered “on track for college and career readiness” (Level 3 on 3-8 exams, 75 on English Regents, 80 on any math Regents) from the prior year, an extra score of 20 will be averaged into the total number of exams.
4. For social studies and science Regents exams, there will be an additional score of 20 averaged into the total number of exams for each exam in which there was an increase in the number of students at the mastery level (85 or above) from the prior year’s exam.

The HEDI scoring ranges will be:

- Ineffective 0-2
- Developing 3-8
- Effective 9-17
- Highly Effective 18-20

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers

### 3.9) High School Science

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
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Living Environment	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
Earth Science	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
Chemistry	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
Physics	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments

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.

How the Local Achievement Score will be calculated:

A HEDI score will be awarded based on levels of student proficiency for each NYS 3-8 assessment. The district defines proficiency as a level 3 or 4 on those assessments. A HEDI score will be awarded for each Regents exam and each FLACS Checkpoint exam based the percentage of students scoring 65 or above and the percentage change in students scoring "college and career ready" on those tests. "College and Career" ready will equate to a score of 75 or better on the Comprehensive English Regents or Common Core Regents English Assessment and a score of 80 or better on any math Regents. Those HEDI scores will be averaged into a final HEDI score.

The District will administer both the Comprehensive English Regents and Common Core Regents English Assessment. Teachers will receive a HEDI score based on the higher of the two ELA assessment scores.

The District will administer both the Integrated Algebra Regents and the Common Core Algebra Regents Assessment. Teachers will receive a HEDI score based on the higher of the two math assessment scores.

The process for all teachers:

The Laurens Central School District has chosen to use state assessment and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or regionally developed FLACS Check point A and B Assessments. The District wide goal will be based on the percent of students proficient on all state assessments: NYS 3-8 ELA, Math and Science (as applicable), the percent of students proficient on all Regents examinations, and FLACS checkpoints A and B, taken in grades 8 and 10. The results will be averaged together to create one Local Achievement Score for all teachers.

1. Each 3-8 NYS Exam, Regents exam, and FLACS checkpoints A and B exams given would receive a score from 0-20 based on the attached chart

2. All of the scores would be averaged together to create one local achievement score for District staff.
3. For each exam where there was an increase in the number of students considered “on track for college and career readiness” (Level 3 on 3-8 exams, 75 on English Regents, 80 on any math Regents) from the prior year, an extra score of 20 will be averaged into the total number of exams.
4. For social studies and science Regents exams, there will be an additional score of 20 averaged into the total number of exams for each exam in which there was an increase in the number of students at the mastery level (85 or above) from the prior year’s exam.

The HEDI scoring ranges will be:

- Ineffective 0-2
- Developing 3-8
- Effective 9-17
- Highly Effective 18-20

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
Geometry	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
Algebra 2	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments

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

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

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

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

How the Local Achievement Score will be calculated:

A HEDI score will be awarded based on levels of student proficiency for each NYS 3-8 assessment. The district defines proficiency as a level 3 or 4 on those assessments. A HEDI score will be awarded for each Regents exam and each FLACS Checkpoint exam based the percentage of students scoring 65 or above and the percentage change in students scoring "college and career ready" on those tests. "College and Career" ready will equate to a score of 75 or better on the Comprehensive English Regents or Common Core Regents English Assessment and a score of 80 or better on any math Regents. Those HEDI scores will be averaged into a final HEDI score.

The District will administer both the Comprehensive English Regents and Common Core Regents English Assessment. Teachers will receive a HEDI score based on the higher of the two ELA assessment scores.

The District will administer both the Integrated Algebra Regents and the Common Core Algebra Regents Assessment. Teachers will receive a HEDI score based on the higher of the two math assessment scores.

The process for all teachers:

The Laurens Central School District has chosen to use state assessment and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or regionally developed FLACS Check point A and B Assessments. The District wide goal will be based on the percent of students proficient on all state assessments: NYS 3-8 ELA, Math and Science (as applicable), the percent of students proficient on all Regents examinations, and FLACS checkpoints A and B, taken in grades 8 and 10. The results will be averaged together to create one Local Achievement Score for all teachers.

1. Each 3-8 NYS Exam, Regents exam, and FLACS checkpoints A and B exams given would receive a score from 0-20 based on the attached chart

2. All of the scores would be averaged together to create one local achievement score for District staff.

3. For each exam where there was an increase in the number of students considered "on track for college and career readiness" (Level 3 on 3-8 exams, 75 on English Regents, 80 on any math Regents) from the prior year, an extra score of 20 will be averaged into the total number of exams.

4. For social studies and science Regents exams, there will be an additional score of 20 averaged into the total number of exams

for each exam in which there was an increase in the number of students at the mastery level (85 or above) from the prior year's exam.

The HEDI scoring ranges will be:

- Ineffective 0-2
- Developing 3-8
- Effective 9-17
- Highly Effective 18-20

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
Grade 10 ELA	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments
Grade 11 ELA	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	How the Local Achievement Score will be calculated: A HEDI score will be awarded based on levels of student
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proficiency for each NYS 3-8 assessment. The district defines proficiency as a level 3 or 4 on those assessments. A HEDI score will be awarded for each Regents exam and each FLACS Checkpoint exam based the percentage of students scoring 65 or above and the percentage change in students scoring "college and career ready" on those tests. "College and Career" ready will equate to a score of 75 or better on the Comprehensive English Regents or Common Core Regents English Assessment and a score of 80 or better on any math Regents. Those HEDI scores will be averaged into a final HEDI score.

The District will administer both the Comprehensive English Regents and Common Core Regents English Assessment. Teachers will receive a HEDI score based on the higher of the two ELA assessment scores.

The District will administer both the Integrated Algebra Regents and the Common Core Algebra Regents Assessment. Teachers will receive a HEDI score based on the higher of the two math assessment scores.

The process for all teachers:

The Laurens Central School District has chosen to use state assessment and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or regionally developed FLACS Check point A and B Assessments. The District wide goal will be based on the percent of students proficient on all state assessments: NYS 3-8 ELA, Math and Science (as applicable), the percent of students proficient on all Regents examinations, and FLACS checkpoints A and B, taken in grades 8 and 10. The results will be averaged together to create one Local Achievement Score for all teachers.

1. Each 3-8 NYS Exam, Regents exam, and FLACS checkpoints A and B exams given would receive a score from 0-20 based on the attached chart
2. All of the scores would be averaged together to create one local achievement score for District staff.
3. For each exam where there was an increase in the number of students considered "on track for college and career readiness" (Level 3 on 3-8 exams, 75 on English Regents, 80 on any math Regents) from the prior year, an extra score of 20 will be averaged into the total number of exams.
4. For social studies and science Regents exams, there will be an additional score of 20 averaged into the total number of exams for each exam in which there was an increase in the number of students at the mastery level (85 or above) from the prior year's exam.

The HEDI scoring ranges will be:

Ineffective 0-2  
Developing 3-8  
Effective 9-17  
Highly Effective 18-20

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers

### 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
All other courses not named above	6(ii) School wide measure computed locally	All State and Regents Assessments Given in the Building and Regionally developed FLACS Checkpoint A and B assessments

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.	<p>How the Local Achievement Score will be calculated:</p> <p>A HEDI score will be awarded based on levels of student proficiency for each NYS 3-8 assessment. The district defines proficiency as a level 3 or 4 on those assessments. A HEDI score will be awarded for each Regents exam and each FLACS Checkpoint exam based the percentage of students scoring 65 or above and the percentage change in students scoring "college and career ready" on those tests. "College and Career" ready will equate to a score of 75 or better on the Comprehensive English Regents or Common Core Regents English Assessment and a score of 80 or better on any math Regents. Those HEDI scores will be averaged into a final HEDI score.</p> <p>The District will administer both the Comprehensive English Regents and Common Core Regents English Assessment. Teachers will receive a HEDI score based on the higher of the two ELA assessment scores.</p> <p>The District will administer both the Integrated Algebra Regents and the Common Core Algebra Regents Assessment. Teachers will receive a HEDI score based on the higher of the two math assessment scores.</p>
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The process for all teachers:

The Laurens Central School District has chosen to use state assessment and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or regionally developed FLACS Check point A and B Assessments. The District wide goal will be based on the percent of students proficient on all state assessments: NYS 3-8 ELA, Math and Science (as applicable), the percent of students proficient on all Regents examinations, and FLACS checkpoints A and B, taken in grades 8 and 10. The results will be averaged together to create one Local Achievement Score for all teachers.

1. Each 3-8 NYS Exam, Regents exam, and FLACS checkpoints A and B exams given would receive a score from 0-20 based on the attached chart
2. All of the scores would be averaged together to create one local achievement score for District staff.
3. For each exam where there was an increase in the number of students considered “on track for college and career readiness” (Level 3 on 3-8 exams, 75 on English Regents, 80 on any math Regents) from the prior year, an extra score of 20 will be averaged into the total number of exams.
4. For social studies and science Regents exams, there will be an additional score of 20 averaged into the total number of exams for each exam in which there was an increase in the number of students at the mastery level (85 or above) from the prior year’s exam.

The HEDI scoring ranges will be:

- Ineffective 0-2
- Developing 3-8
- Effective 9-17
- Highly Effective 18-20

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Teachers

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

(No response)

### 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/951704-y92vNseFa4/Laurens Central School 20-15 sample chart for 3.13 .docx

### 3.14) Locally Developed Controls

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

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.

None

### 3.16) Assurances

Please check all of the boxes below:

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

# 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, May 28, 2014

## Page 1

### 4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric   Rubric	NYSUT Teacher Practice Rubric (2012 Edition)
---------------------------------------	--

Second Rubric, if applicable	Not Applicable
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### 4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

The Laurens Central School District will use the attached form to calculate the 60 points for the NYSUT Teacher Rubric. All 60 points will be assigned based on the NYSUT Rubric, using multiple observations, both formal and informal, and thorough evidence to inform the Rubric and thereby demonstrate competence. All tenured teachers will have a minimum of 2 formal observations, one of which will be announced. All non-tenured teachers will have a minimum of 3 formal observations, one of which will be announced. Data from all teacher observations will be compiled and used to calculate a score between 0 and 60. Standard rounding rules will apply when computing the final 0-60 score, but will in no case permit movement between HEDI bands. For teachers receiving Growth Scores from New York State, sub-component A will be equal to 20 points and sub-component B will be worth 20 points. Upon implementation of value-added scoring sub-component A will be equal to 25 points and sub-component B will be worth 15 points. The NYSUT Rubric has a total of 78 points(indicators) in the seven standards as indicated on the attached district document.

Based on the preponderance of the evidence and multiple observations, elements will be averaged to determine a Component score. Component Scores will be averaged to determine a Standard Score. Standard Scores will be averaged to determine a Rubric Score.

The Rubric Score listed is the minimum score necessary to achieve the corresponding HEDI Score. H = 4, E = 3, D = 2, I = 1.

It is understood that the Composite Score must be reported in whole numbers.

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

assets/survey-uploads/12179/951705-eka9yMJ855/Calculating the score of professional practice for the APPR document\_1.pub

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.	To be considered highly effective in this sub-component, the teacher must have a score of 59-60 on the HEDI Ratings. This will be broken down as:  3.5=59 3.6=59.3 3.7=59.5 3.8=59.8 3.9=60 4.0=60
Effective: Overall performance and results meet NYS Teaching Standards.	To be considered effective in this sub-component, the teacher must have a score of 57-58 on the HEDI Ratings. This will be broken down as: 2.5=57 2.6=57.2 2.7=57.4 2.8=57.6 2.9=57.8 3.0=58 3.1=58.2 3.2=58.4 3.3=58.6 3.4=58.8
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	To be considered developing in this sub-component, the teacher must have a score of 50-56 on the HEDI Ratings. This will be broken down as:  1.500=50 1.600=50.7 1.700=51.4 1.800=52.1 1.900=52.8 2.000=53.5 2.1=54.2 2.2=54.9 2.3=55.6 2.4=56.3
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	To be considered ineffective in this sub-component, the teacher must have a score of 0-49 on the HEDI Ratings. This will be broken down as: 1.000=0

1.008=1  
 1.017=2  
 1.025=3  
 1.033=4  
 1.042=5  
 1.050=6  
 1.058=7  
 1.067=8  
 1.075=9  
 1.083=10  
 1.092=11  
 1.100=12  
 1.108=13  
 1.115=14  
 1.123=15  
 1.131=16  
 1.138=17  
 1.146=18  
 1.154=19  
 1.162=20  
 1.169=21  
 1.177=22  
 1.185=23  
 1.192=24  
 1.200=25  
 1.208=26  
 1.217=27  
 1.225=28  
 1.233=29  
 1.242=30  
 1.250=31  
 1.258=32  
 1.267=33  
 1.275=34  
 1.283=35  
 1.292=36  
 1.300=37  
 1.308=38  
 1.317=39  
 1.325=40  
 1.333=41  
 1.341=42  
 1.350=43  
 1.358=44  
 1.367=45  
 1.375=46  
 1.383=47  
 1.392=48  
 1.400=49

Provide the ranges for the 60-point scoring bands.

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

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
Informal/Short	0
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?

- Both

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

- Both

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
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?

- 
- Both
- 

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

- 
- Both
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, March 12, 2014

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of growth or achievement**

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Monday, June 16, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/140624-Df0w3Xx5v6/TIP for new APPR.DOC](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### Appeal Process

A. Prior to the submission of a written appeal to the Superintendent, the teacher will have the opportunity to hold an informal conference with the lead evaluator if there is a question or concern about the contents of an evaluation. This meeting will take place within five (5) days of the receipt of the completed evaluation. At this meeting, the teacher may present additional evidence which may be used to inform/support the NYSUT rubric as part of the evaluation.

B. Appeals of teacher evaluations or teacher improvement plans must be made formally in writing within fifteen (15) business days of receipt of the completed evaluation or initiation of completed teacher improvement plan. The burden of proof shall remain with the teacher. Only teachers receiving a composite score of ineffective or developing may appeal.

C. Pursuant to Education Law §3012-c(5)(a) and §30-2.11 of the Rules of the Board of Regents, a teacher may only challenge the following in an appeal: (1) the substance of the APPR; (2) the school district's or BOCES' adherence to the standards and methodologies required for such review, pursuant to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents; (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 improvement plan, as required under Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

D. Within fifteen (15) business days of the receipt of the appeal, the evaluator /administrator responsible for the issuance of the evaluation or the TIP must submit a detailed written response to the appeal to the Superintendent.

E. After reviewing the original evaluation or the TIP, the teacher appeal and the evaluator/administrator response, the Superintendent of Schools shall convene an informal hearing within five (5) business days to allow all parties to be heard on the matter. The teacher is entitled to representation by the leadership of the Laurens Teachers' Association if requested.

F. A final written decision on the merits of the appeal shall be rendered by the Superintendent no later than thirty (30) business days from the date upon which the teacher filed his/her appeal.

G. The Superintendent's decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. The teacher has the responsibility of convincing the superintendent, in writing, why/how one or more of items listed in section C, 1-3 have not been adhered to properly.

H. If the appeal is sustained, the Superintendent may set aside a rating if it has been affected by substantial error or defect, or order a new evaluation if the procedures have been violated. Should a new evaluation be required, the dates allowed for observation provided in this document, will be waived.

I. A copy of the decision shall be provided to the teacher and the evaluator/administrator.

J. All teacher evaluation appeal decisions shall be final and are not subject to the grievance process. A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for an appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

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

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

### Training and Certification of Lead Evaluators and Evaluators

A Lead Evaluator is the primary person responsible for a teacher's evaluation. Typically the lead evaluator is the person who completes and signs the summative annual professional performance review. To every extent possible the Building Principal will be the lead evaluator of a classroom teacher.; however, due to the fact that there are only two administrators in the District, the Superintendent may also complete and sign the summative annual professional performance review document when necessary. The District will ensure that all lead evaluators are properly trained in the nine elements of 30-2.9b and certified by the Board of Education to complete an individual's performance review. Training will include the following elements, shall be ongoing, (consisting of at least 10 days of training annually, one day in each area as provided by our local BOCES or other training provider) and shall be designed for developing consistent inter-rater reliability:

1. New York State Teaching Standards and Common Core Standards
2. Evidence-based observation methods
3. Application and use of Student Growth Percentile and/or Value Added Growth Model data
4. Application and use of the NYSUT teacher evaluation rubric
5. Application and use of any assessment tools used to evaluate teachers
6. Use of the Statewide Instructional Reporting System

- 7. Scoring methodology used to evaluate teachers
- 8. Specific considerations in evaluating teachers of English language learners and students with disabilities
- 9. New York State P-12 Data System

Re-Certification will occur in the same manner.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers   Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
---	---------

6.6) Assurances -- Teachers   Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
---	---------

6.6) Assurances -- Teachers   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers   Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers   Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Monday, April 07, 2014

## Page 1

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

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

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

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

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

K - 12

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

Please check the boxes below:

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, required if one exists

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

List of State-approved 3<sup>rd</sup> party assessments

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Based on Student Enrollment the Principal will be covered by the State provided Growth score.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Overall performance and results exceed standards.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Overall performance and results meet standards.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Overall performance and results need improvement in order to meet standards.

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

Overall performance and results do not meet standards.

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, June 16, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-12	(d) measures used by district for teacher evaluation	All State and Regents Assessments Given in the Building and FLACS Checkpoint A and B assessments
K - 12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	5 year graduation rate

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>How the Local Achievement Score will be calculated:</p> <p>A HEDI score will be awarded based on levels of student proficiency for each NYS 3-8 assessment. The district defines proficiency as a level 3 or 4 on those assessments. A HEDI score will be awarded for each Regents exam and FLACS Checkpoint A and B assessments based the percentage of students scoring 65 or above and the percentage change in students scoring "college and career ready" on those tests. "College and Career" ready will equate to a score of 75 or better on the Comprehensive English Regents or Common Core Regents English Assessment and a score of 80 or better on any math Regents. Those HEDI scores will be averaged into a final HEDI score.</p> <p>The District will administer both the Comprehensive English Regents and Common Core Regents English Assessment. The higher of the two assessment scores will be used.</p> <p>The District will administer both the Integrated Algebra Regents and Common Core Algebra Regents Assessment. The higher of the two assessment scores will be used.</p> <p>The process for all principals/administrators:</p>
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The Laurens Central School District has chosen to use state assessment and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or district approved assessments for those subjects and grade levels without a state assessment. The District wide goal will be based on the percent of students proficient on NYS 3-8 ELA, Math and Science (as applicable), the percent of students proficient on all Regents examinations, and FLACS checkpoints A and B taken in grades 8 and 10, and for the Building Principal the percent of students receiving Local and Regents diplomas (or higher) in the cohort after 5 years. The results will be averaged together to create one Local Achievement Score for all principals/administrators in the District.

1. Each 3-8 NYS Exam, Regents exam, and FLACS Checkpoint A and B Assessment given would receive a score from 0-20 based on the attached chart.
2. All of the scores would be averaged together to create one local achievement score for District staff.
3. For EACH exam where there was an increase in the number of students considered “on track for college and career readiness” (Level 3 on 3-8 exams, 75 on English Regents, 80 on either math Regents) from the prior year, an extra score of 20 will be averaged into the total number of exams.
4. For social studies and science Regents exams, there will be an additional score of 20 averaged into the total number of exams for each exam in which there was an increase in the number of students at the mastery level (85 or above) from the prior year’s exam.
5. For the Building Principal Graduation rate will also be factored into the calculation based on the above chart. For example, if LCS had an 82% graduation rate, the corresponding score of 18 would be factored into the final calculation.
6. For the Building Principal, for any year where there was an increase in graduation rate from the prior year, there will be an extra score of 20 figured into the final calculation.

(15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure)

The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale):

Ineffective 0-2  
Developing 3-8  
Effective 9-17  
Highly Effective 18-20

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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or

See attachment LCS APPR Appendix for Local Achievement Component for Principals

achievement for grade/subject.	
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Principals
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Principals
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment LCS APPR Appendix for Local Achievement Component for Principals

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

(No response)

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

assets/survey-uploads/12190/951710-qBFVOWF7fC/51305380-Laurens Central School 20-15 two sample charts for 3.3 and 8.1-1-2 from James Tardy\_1.docx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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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.	none
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	none
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	none
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	none
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	none

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

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.

None

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, April 25, 2014

## Page 1

### 9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric   Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

The principal will be evaluated on a 0-60 score. 60 of the points will be assigned, using the Multidimensional Rubric.

Indicators will be scored from one to four and averaged to determine a Component score. Based on the preponderance of evidence collected and multiple school visits both formal and informal, will be compiled to create one score for each component. Component Scores will be averaged to determine a Domain Score. Domain Scores will be averaged to determine a Rubric Score.

The Rubric Score listed is the minimum score necessary to achieve the corresponding HEDI Score.

It is understood that the Composite Score must be reported in whole numbers. Standard rounding rules will apply when computing the final 0-60 score, but will in no case permit movement between HEDI bands.

1.000=0 1.375=46  
 1.008=1 1.383=47  
 1.017=2 1.392=48  
 1.025=3 1.400=49  
 1.033=4 1.500=50  
 1.042=5 1.600=50.7  
 1.050=6 1.700=51.4  
 1.058=7 1.800=52.1  
 1.067=8 1.900=52.8  
 1.075=9 2.000=53.5  
 1.083=10 2.100=54.2  
 1.092=11 2.200=54.9  
 1.100=12 2.300=55.6  
 1.108=13 2.400=56.3  
 1.115=14 2.500=57.0  
 1.123=15 2.600=57.2  
 1.131=16 2.700=57.4  
 1.138=17 2.800=57.6  
 1.146=18 2.900=57.8  
 1.154=19 3.000=58.0  
 1.162=20 3.100=58.2  
 1.169=21 3.200=58.4  
 1.177=22 3.300=58.5  
 1.185=23 3.400=58.8

1.192=24 3.500=59.0  
 1.200=25 3.600=59.3  
 1.208=26 3.700=59.5  
 1.217=27 3.800=59.8  
 1.225=28 3.900=60.0  
 1.233=29 4.000=60.0  
 1.242=30  
 1.250=31  
 1.258=32  
 1.267=33  
 1.275=34  
 1.283=35  
 1.292=36  
 1.300=37  
 1.308=38  
 1.317=39  
 1.325=40  
 1.333=41  
 1.341=42  
 1.350=43  
 1.358=44  
 1.367=45

The principal will be considered Highly Effective if he scores 59 - 60 points using the HEDI chart.  
 The principal will be considered Effective if he scores 57 - 58 points using the HEDI chart.  
 The principal will be considered Developing if he scores 50 - 56 points using the HEDI chart.  
 The principal will be considered Ineffective if he scores 0 - 49 points using the HEDI chart.

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	The principal will be considered highly effective if he scores 59-60 points using the HEDI chart.
Effective: Overall performance and results meet standards.	The principal will be considered effective if he scores 57 - 58 points using the HEDI chart.
Developing: Overall performance and results need improvement in order to meet standards.	The principal will be considered developing if he scores 50 - 56 points using the HEDI chart.
Ineffective: Overall performance and results do not meet standards.	The principal will be considered ineffective if he scores 0-49 points using the HEDI chart.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56

## 9.8) School Visits

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

### Probationary Principals

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

### Tenured Principals

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, February 06, 2014

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of growth or achievement**

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, April 25, 2014

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/951713-Df0w3Xx5v6/Princial Improvement Plan.DOC](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. Appeals of principal evaluations and/or improvement plans will occur in a timely and expeditious manner in accordance with Education Law 3012-C, and must be made formally in writing within ten(10) business days of receipt of the completed evaluation/improvement plan. A principal may only appeal a rating of "developing" or "ineffective" on his/her overall rating. The appeal must include a detailed written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan and any additional documents or materials relevant to the

appeal. The burden of proof in an appeal remains with the principal. the performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time of the appeal is filed shall not be considered

2. Appeals may be made for the following reasons:

- a. Failure of the school district to adhere to the standards and methodologies required for such review, pursuant to Education Law 3012-c.
  - b. Failure of the school to adhere to the Commissioner's regulations, as applicable to such reviews.
  - c. Failure of the school district to comply with any applicable locally negotiated procedures.
  - d. Failure of the school district's issuance and/or implementation of the terms of the Principal Improvement plan under Education Law 3012-c.
  - e. The substance of the annual professional performance review.
3. A superintendent from another ONC BOCES component district, which is mutually agreed upon by the principal and superintendent, will be selected to hear the appeal and render a decision.
4. After reviewing the original evaluation/principal improvement plan and principal appeal, the superintendent selected to hear the appeal shall convene an informal hearing within 10 business days of receipt of the written appeal to allow all parties to be heard on the matter.
5. A final written decision on the merits of the appeal shall be rendered by the superintendent no later than thirty (30) business days from the date upon which the principal filed his/her appeal.
6. The superintendent's decision shall set forth the reason and factual basis for each determination on each of the specific issues raised in the principal's appeal.
7. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect or order a new evaluation if the procedures have been violated.
8. A copy of the decision shall be provided to the principal and the evaluator.
9. All principal evaluation appeal decisions shall be final. This shall not be considered a waiver of any other rights under any statutory or regulatory provisions.

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

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

The District will ensure that all evaluators are properly trained and certified to complete an individual performance review. Evaluator training will be conducted by properly credentialed personnel and is an ongoing process. Evaluator training will replicate the recommended SED model certification process per Education Law 3012-c regulations. The training will include the nine elements of 30-2.9b

Both the evaluators and lead evaluators will be attending training either at the regional or state level, provided by the District's Network Team, NYSUT approved trainers and/or by other professionals in the field prior to being certified and prior to any observations. All evaluators and lead-evaluators have attended training on the Multidimensional Principal Performance Rubric to ensure inter-rater reliability.

The Laurens Central School Board will certify that all evaluators and lead-evaluators have attended appropriate training in all required elements. The BOE will certify the evaluators and lead-evaluators initially before they are allowed to complete final evaluations and will re-certify all evaluators and lead-evaluators on a yearly basis after ensuring that all needed additional training has been met. The training is an on-going process, and will be a minimum of 10 days annually.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data   Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by	Checked
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the Commissioner.

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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

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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

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## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Wednesday, June 25, 2014

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/951714-3Uqgn5g9Iu/District Certification Form dated June 2014.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.

**HEDI Scoring Bands – Growth Model for SLO’s**

<u>Highly Effective</u>			<u>Effective</u>									<u>Developing</u>					<u>Ineffective</u>			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95	94-90	89-85	84-82	81-79	78-77	76-75	74-73	72-71	70-69	68-67	66-65	64-57	56-50	49-43	42-36	35-29	28-22	21-15	14-8	7-0

**Laurens Central School**

**Conversion Chart for Non-Value Added and Value Added for Achievement Scores**

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

**How the Local Achievement Score will be calculated  
for the  
Laurens Central School APPR- Local 20% Proposal**

The percentage of students at or above proficiency on state assessments would receive the corresponding score on the scale below. For instance, if 50% of students were proficient or above on the Grade 8 math exam a score of 9 would be given for Grade 8 math.

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

- 20 90% - 100%
- 19 83% - 89%
- 18 75% - 82%

**Effective (9-17 points) Results meet District expectations for achievement for grade/subject.**

17	70% -74%
16	68% - 69%
15	66% -67%
14	64% - 65%
13	62% - 63%
12	60% - 61%
11	58% - 59%
10	55% - 57%
9	50% - 54%

**Developing (3 - 8 points) Results are below District expectations for achievement for grade/subject.**

8	45% - 49%
7	40% - 44%
6	35% - 39%
5	30% -34%
4	25% - 29%
3	20% - 24%

**Ineffective (0 - 2 points) Results are well below District expectations for achievement for grade/subject.**

2	15% - 19 %
1	10% -14%
0	0- 9%

1. Each 3-8 NYS Exam, Regents exam, and FLACS Checkpoint A and B assessments given would receive a score from 0-20 based on the chart above.
2. All of the scores would be averaged together to create one local achievement score for District staff.
3. For EACH exam where there was an increase in the number of students considered “on track for college and career readiness” (Level 3 on 3-8 exams, 75 on English Regents, 80 on either math Regents) from the prior year, an extra score of 20 will be averaged into the total number of exams.
4. For social studies and science Regents exams, there will be an additional score of 20 averaged into the total number of exams for each exam in which there was an increase in the number of students at the mastery level (85 or above) from the prior year’s exam.

**How the Local Achievement Score will be calculated  
for the  
Laurens Central School APPR- Local 20% Proposal**

The percentage of students at or above proficiency on state assessments would receive the corresponding score on the scale below. For instance, if 50% of students were proficient or above on the Grade 8 math exam a score of 9 would be given for Grade 8 math.

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

20	90% - 100%
19	83% - 89%
18	75% - 82%

**Effective (9-17 points) Results meet District expectations for achievement for grade/subject.**

17	70% - 74%
16	68% - 69%
15	66% - 67%
14	64% - 65%
13	62% - 63%
12	60% - 61%
11	58% - 59%
10	55% - 57%
9	50% - 54%

**Developing (3 - 8 points) Results are below District expectations for achievement for grade/subject.**

8	45% - 49%
7	40% - 44%
6	35% - 39%
5	30% - 34%
4	25% - 29%
3	20% - 24%

**Ineffective (0 - 2 points) Results are well below District expectations for achievement for grade/subject.**

2	15% - 19 %
1	10% - 14%
0	0- 9%

1. Each 3-8 NYS Exam, Regents exam, and FLACS Checkpoint A and B assessments given would receive a score from 0-20 based on the chart above.
2. All of the scores would be averaged together to create one local achievement score for District staff.
3. For EACH exam where there was an increase in the number of students considered “on track for college and career readiness” (Level 3 on 3-8 exams, 75 on English Regents, 80 on either math Regents) from the prior year, an extra score of 20 will be averaged into the total number of exams.
4. For social studies and science Regents exams, there will be an additional score of 20 averaged into the total number of exams for each exam in which there was an increase in the number of students at the mastery level (85 or above) from the prior year’s exam.



# **ANNUAL PROFESSIONAL PERFORMANCE IMPROVEMENT PLAN**

Name:

Date:

Program/Building: Laurens Central School

Directions: Complete the first three sections for all standards rated as “Developing” or “Ineffective” on the performance review form. Indicate dates of completion/observation as appropriate. This plan shall be developed by the Administrator in consultation with the teacher.

**Standard/Indicators  
(From NYSUT Rubric)**

**Tasks and Timeline**

**Administrative Support**

**Evidence of  
Improvement**

**Date  
Observed**

**Development of Plan**

**Completion of Activities**

**Staff Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Staff Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Administrator Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Administrator Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Laurens Central School

### Conversion Chart for State Provided Growth Scores

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

### How the Local Achievement Score will be calculated for the Laurens Central School APPR- Local 20% Proposal

The percentage of students at or above proficiency on state assessments would receive the corresponding score on the scale below. For instance, if 50% of students were proficient or above on the Grade 8 math exam a score of 9 would be given for Grade 8 math.

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

20	90% - 100%
19	83% - 89%
18	75% - 82%

**Effective (9-17 points) Results meet District expectations for achievement for grade/subject.**

17	70% -74%
16	68% - 69%
15	66% -67%
14	64% - 65%
13	62% - 63%
12	60% - 61%
11	58% - 59%
10	55% - 57%
9	50% - 54%

**Developing (3 - 8 points) Results are below District expectations for achievement for grade/subject.**

8	45% - 49%
7	40% - 44%
6	35% - 39%
5	30% -34%
4	25% - 29%
3	20% - 24%

**Ineffective (0 - 2 points) Results are well below District expectations for achievement for grade/subject.**

2	15% - 19 %
1	10% -14%
0	0- 9%

1. Each 3-8 NYS Exam, FLACS exam and Regents exam given would receive a score from 0-20 based on the chart above.
2. All of the scores would be averaged together to create one local achievement score for District staff.
3. For EACH exam where there was an increase in the number of students considered “on track for college and career readiness” (Level 3 on 3-8 exams, 75 on English Regents, 80 on any math Regents) from the prior year, an extra score of 20 will be averaged into the total number of exams.
4. For social studies and science Regents exams, there will be an additional score of 20 averaged into the total number of exams for each exam in which there was an increase in the number of students at the mastery level (85 or above) from the prior year’s exam.
5. Graduation rate will also be factored into the calculation based on the above chart. For example, if LCS had an 82% graduation rate, the corresponding score of 18 would be factored into the final calculation.
6. For any year where there was an increase in graduation rate from the prior year, there will be an extra score of 20 figured into the final calculation.

# ANNUAL PROFESSIONAL PERFORMANCE IMPROVEMENT PLAN

Name:

Date:

Program/Building:

Directions: Complete the first three sections for all Domains rated “developing or ineffective” on the performance review form. Indicate dates of completion/observation as appropriate. This plan shall be developed by the Superintendent in consultation with the Principal.

**Domains/Indicators**

**Tasks and Timeline**

**Administrative Support**

**Evidence of  
Improvement**

**Date  
Observed**

**Development of Plan**

**Completion of Activities**

**Staff Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Staff Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Administrator Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Administrator Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Calculating the Score of Professional Practice**  
**Black Indicators are the Focus Indicators and must be completed**

1	<b>Knowledge of Students and Student Learning</b>	Score
1.1a	<i>Describes and plans using knowledge of developmental characteristics of students</i>	
1.2a	<i>Uses strategies to support learning and language acquisition</i>	
1.2b	<i>Uses current research</i>	
1.3a	<i>Plans for student strengths, interests, and experiences to meet diverse learning needs of each student</i>	
1.4a	<i>Communicates with parents, guardians, and/or caregivers</i>	
1.5a	<i>Incorporates the knowledge of school community and environmental factors</i>	
1.5b	<i>Incorporates multiple perspectives</i>	
1.6a	<i>Understands technological literacy and its impact on student learning</i>	
<b>A</b>	<b>Total of all indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

2	<b>Knowledge of Content and Instructional Planning</b>	Score
2.1a	<i>Understands key discipline concepts, themes, learning standards and key discipline language</i>	
2.1b	<i>Uses current developments in pedagogy and content</i>	
2.2a	<i>Incorporates diverse social and cultural perspectives</i>	
2.2b	<i>Incorporates individual and collaborative critical thinking and problem solving</i>	
2.2c	<i>Incorporates disciplinary and cross-disciplinary learning experiences</i>	
2.3a	<i>Designs learning experiences that connect to students' life experiences</i>	
2.3b	<i>Designs self-directed learning experiences</i>	
2.4a	<i>Articulates learning objectives/goals with learning standards</i>	
2.5a	<i>Designs instruction using current levels of student understanding</i>	
2.5b	<i>Designs instruction using prior knowledge</i>	
2.6a	<i>Organizes time</i>	
2.6b	<i>Selects materials and resources</i>	
<b>A</b>	<b>Total of all indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

3	<b>Instructional Practices</b>	Score
3.1a	<i>Aligns instruction to standards</i>	
3.1b	<i>Uses research-based instruction</i>	
3.1c	<i>Engages students</i>	
3.2a	<i>Provides directions and procedures</i>	
3.2b	<i>Uses questioning techniques</i>	
3.2c	<i>Responds to students</i>	
3.2d	<i>Communicates content</i>	
3.3a	<i>Articulates measures of success</i>	
3.3b	<i>Implements challenging learning experiences</i>	
3.4a	<i>Differentiates instruction</i>	
3.4b	<i>Implements strategies for mastery of learning outcomes</i>	
3.5a	<i>Provides opportunities for collaboration</i>	
3.5b	<i>Provides synthesis, critical thinking and problem solving</i>	
3.6a	<i>Uses formative assessment to monitor and adjust pacing</i>	
3.6b	<i>Provides feedback during and after instructions</i>	
<b>A</b>	<b>Total of all indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

4	<b>Learning Environment</b>	Score
4.1a	<i>Interacts with students</i>	
4.1b	<i>Supports student diversity</i>	
4.1c	<i>Reinforces positive interactions among students</i>	
4.2a	<i>Promotes student pride in work and accomplishments</i>	
4.2b	<i>Promotes student curiosity and enthusiasm</i>	
4.3a	<i>Establishes routines, procedures, transitions and expectations for students</i>	
4.3b	<i>Establishes instructional groups</i>	
4.4a	<i>Organizes learning environment</i>	
4.4b	<i>Manages volunteers and/or paraprofessionals</i>	
4.4c	<i>Establishes classroom safety</i>	
<b>A</b>	<b>Total of all indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

## Calculating the Score of Professional Practice

5	Assessment for Student Learning	Score
5.1a	<i>Designs and/or selects assessments to establish learning goals and inform instruction</i>	
5.1b	<i>Measures and records student achievement</i>	
5.1c	<i>Aligns assessments to learning goals</i>	
5.2a	<i>Uses assessment data to set goals and provide feedback to students</i>	
5.2b	<i>Engages students in self-assessment</i>	
5.3a	<i>Accesses, analyzes, and interprets assessments</i>	
5.4a	<i>Understands assessment measures and grading procedures</i>	
5.4b	<i>Establishes an Assessment System</i>	
5.5a	<i>Communicates purposes and criteria</i>	
5.5b	<i>Provides preparation and practice</i>	
<b>A</b>	<b>Total of all indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

7	Professional Growth	Score
7.1a	<i>Reflects on evidence of student learning</i>	
7.1b	<i>Plans professional growth</i>	
7.2a	<i>Sets goals</i>	
7.2b	<i>Engages in professional growth to expand knowledge base</i>	
7.3a	<i>Gives and receives constructive feedback</i>	
7.3b	<i>Collaborates</i>	
7.4a	<i>Accesses professional memberships and resources</i>	
<b>A</b>	<b>Total of all indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

6	Professional Responsibilities and Collaboration	Score
6.1a	<i>Demonstrates ethical, professional behavior</i>	
6.1b	<i>Advocates for students</i>	
6.1c	<i>Demonstrates ethical use of information and information technology</i>	
6.1d	<i>Completes training to comply with state and local requirements and jurisdiction</i>	
6.2a	<i>Supports the school as an organization with a vision and mission</i>	
6.2b	<i>Participates on an instructional team</i>	
6.2c	<i>Collaborates with the larger community</i>	
6.3a	<i>Communicates student performance to family</i>	
6.4a	<i>Maintains records</i>	
6.4b	<i>Manages time and attendance</i>	
6.4c	<i>Maintains classroom and school resources and materials</i>	
6.4d	<i>Participates in school and district events</i>	
6.5a	<i>Communicates policies</i>	
6.5b	<i>Maintains confidentiality</i>	
6.5c	<i>Reports concerns</i>	
6.5d	<i>Adheres to policies and contractual obligations and accesses resources</i>	
<b>A</b>	<b>Total of all indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

Assessment of Practice Transfer standard scores to the boxes below	Score
<b>Standard 1</b> <i>Knowledge of students and Learning</i>	
<b>Standard 2</b> <i>Knowledge of Content and Instructional Planning</i>	
<b>Standard 3</b> <i>Instructional Practice</i>	
<b>Standard 4</b> <i>Learning Environment</i>	
<b>Standard 5</b> <i>Assessment for Student Learning</i>	
<b>Standard 6</b> <i>Professional Responsibilities</i>	
<b>Standard 7</b> <i>Professional Growth</i>	
<b>Subtotal</b>	
<b>Divide by 7</b>	
<b>Total score of professional practice</b>	

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

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

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature:      Date:

*Romona N. Wenzel*      6/18/14

Teachers Union President Signature:      Date:

*Debra A. Jull*      6/16/14

Administrative Union President Signature:      Date:

*na*

Board of Education President Signature:      Date:

*Cynthia Struella*      6/18/14