



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
89 Washington Avenue, Room 111
Albany, New York 12234

E-mail: commissioner@nysed.gov
Twitter: @NYSedCommissioner
Tel: (518) 474-5844
Fax: (518) 473-4909

January 16, 2015

Revised

William Silver, Superintendent
Liberty Central School District
115 Buckley Street
Liberty, NY 12754

Dear Superintendent Silver:

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

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

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

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: Lawrence Thomas

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 Wednesday, July 23, 2014

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 : 590901060000

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

590901060000

1.2) School District Name: LIBERTY CSD

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

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Tuesday, November 18, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Primary Grades)
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress(Primary Grades)
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress(Primary Grades)

	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.	Teachers in collaboration with Principals will set individual growth targets using NWEA fall pre assessemnt scores. Teachers will be awarded HEDI points based on the percentage of students meeting their individual targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 80% to 100% of their students meet their individual targets. See State HEDI attachment

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 55% to 79% of the students meet their individual targets. See State HEDI attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 30% to 54% of the students meet their individual targets. See State HEDI attachment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 29% or less of the students meet their individual targets. See State HEDI attachment

2.3) Grades K-3 Math

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

	Math	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress Math(Primary Grades)
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress Math(Primary Grades)
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress Math(Primary Grades)

	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.	Teachers in collaboration with Principals will set individual growth targets using NWEA fall pre assessemnt scores. Teachers will be awarded HEDI points based on the percentage of students meeting their individual targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 80% to 100% of their students meet their individual targets. See State HEDI attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 55% to 79% of the students meet their individual targets. See State HEDI attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 30% to 54% of the students meet their individual targets. See State HEDI attachment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 29% or less of the students meet their individual targets. See State HEDI attachment

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Liberty CSD developed Science 6 assessment
7	District, regional or BOCES-developed assessment	Liberty CSD-developed Science 7 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.	Principals and teachers in collaboration will determine growth targets using academic historical data and data results from pre-assessments from Liberty CSD developed Science 6 and Liberty CSD-developed Science 7 and Grade 8 Science Assessment , growth targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the HEDI scale chart attached.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 80% to 100% of their students meet their individual targets. See State HEDI attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 55% to 79% of the students meet their individual targets. See State HEDI attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 30% to 54% of the students meet their individual targets. See State HEDI attachment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 29% or less of the students meet their individual targets. See State HEDI attachment

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Liberty CSD developed Social Studies grade 6 assessment
7	District, regional or BOCES-developed assessment	Liberty CSD developed Social Studies grade 7 assessment

8	District, regional or BOCES-developed assessment	Liberty CSD developed Social Studies grade 8 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.	Principals and teachers in collaboration will determine growth targets using academic historical data and data results from Liberty CSD developed Social Studies assessments, growth targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the HEDI scale chart attached.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 80% to 100% of their students meet their individual targets. See State HEDI attachment
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 55% to 79% of the students meet their individual targets. See State HEDI attachment
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 30% to 54% of the students meet their individual targets. See State HEDI attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 29% or less of the students meet their individual targets. See State HEDI attachment

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Liberty CSD developed Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with Principals will set individual student growth targets using historical data and pre assessment. Teachers will be awarded HEDI points based on the percentage of students meeting their individual targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 80% to 100% of their students meet their individual targets. See State HEDI attachment
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 55% to 79% of the students meet their individual targets. See State HEDI attachment
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 30% to 54% of the students meet their individual targets. See State HEDI attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 29% or less of the students meet their individual targets. See State HEDI attachment

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.	Teachers in collaboration with Principals will set individual student growth targets using historical data and pre assessment. Teachers will be awarded HEDI points based on the percentage of students meeting their individual targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 80% to 100% of their students meet their individual targets. See State HEDI attachment
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 55% to 79% of the students meet their individual targets. See State HEDI attachment
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 30% to 54% of the students meet their individual targets. See State HEDI attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 29% or less of the students meet their individual targets. See State HEDI attachment

2.8) High School Math Regents Courses

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

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

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

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

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

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.	Teachers in collaboration with Principals will set individual student growth targets using historical data and pre assessment. Teachers will be awarded HEDI points based on the percentage of students meeting their individual targets. We will be administering the CC Algebra Regents. In 2014-2015, we will be administering both the 2005 Geometry Regents and Common Core Geometry Regents. We will use the higher of the two scores. When no longer allowable, will use Common Core Geometry Regents only.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 80% to 100% of their students meet their individual targets. See State HEDI attachment
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 55% to 79% of the students meet their individual targets. See State HEDI attachment
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 30% to 54% of the students meet their individual targets. See State HEDI attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 29% or less of the students meet their individual targets. See State HEDI attachment

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	Liberty CSD developed Grade 9 English assessment

Grade 10 ELA	District, regional or BOCES-developed assessment	Liberty CSD developed Grade 10 English assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents assessment

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

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents in addition to the Common Core English Regents, or just the latter, 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.	Teachers in collaboration with Principals will set individual student growth targets using historical data and pre assessment. Teachers will be awarded HEDI points based on the percentage of students meeting their individual targets. In 2014-2015, we will be administering the Comprehensive English Regents. Starting in 2015, we will be administering the Common Core English Regents
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 80% to 100% of their students meet their individual targets. See State HEDI attachment
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 55% to 79% of the students meet their individual targets. See State HEDI attachment
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 30% to 54% of the students meet their individual targets. See State HEDI attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 29% or less of the students meet their individual targets. See State HEDI attachment

2.10) All Other Courses

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

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

Course(s) or Subject(s)	Option	Assessment
All Other courses not named above	District, Regional or BOCES-developed	Liberty CSD-developed course specific assessments or SC BOCES-developed course specific assessments.
Teachers of Grades 4-8 ELA/Math who do not receive a State provided growth score	State Assessment	NYS 4-8 ELA and Math Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with Principals will set individual student growth targets using historical data and pre assessment. Teachers will be awarded HEDI points based on the percentage of students meeting their individual targets. Teachers of the same grade and subject will use the same assessment.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 80% to 100% of their students meet their individual targets. See State HEDI attachment
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 55% to 79% of the students meet their individual targets. See State HEDI attachment
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 30% to 54% of the students meet their individual targets. See State HEDI attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 29% or less of the students meet their individual targets. See State HEDI attachment

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/147363-TXEttx9bQW/APPR State HEDI Scoring 20 points NEW CHART December.docx

2.12) Locally Developed Controls

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

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

none

2.13) Teachers with more than one growth measure

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

grade math courses.)

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, December 03, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress(ELA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress(ELA)
6	4) State-approved 3rd party assessments	Measures of Academic Progress(ELA)
7	4) State-approved 3rd party assessments	Measures of Academic Progress(ELA)
8	4) State-approved 3rd party assessments	Measures of Academic Progress(ELA)

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

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

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.	Liberty CSD will be using value-added measures based on Measures of Academic Progress(ELA) assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth for ELA 4-8. Analysis will be provided by NWEA and VARC. Points will be assigned based on the average above or below the standard deviation for the class as reported by VARC.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less or equal to -0.9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1

3.2) Grades 4-8 Math

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

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

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.	Liberty CSD will be using value-added measures based on NWEA Measures of Academic Progress for Math assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth for Math 4-8. Analysis will be provided by NWEA and VARC. Points will be assigned based on an average above or below the standard deviation for the class as reported by VARC.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less or equal to -0.9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1

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/12149/549622-rhJdBgDruP/Liberty 3 3 Upload.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress(Primary Grades)
1	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress(Primary Grades)
2	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress(Primary Grades)
3	9) Grades 3 and up: State-approved 3rd party assessments	Measures of Academic Progress for ELA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Liberty CSD will be using value-added measures based on Measures of Academic Progress Primary (ELA) or Measures of Academic Progress (ELA) assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth for ELA K-3. Analysis will be provided by NWEA and VARC. Points will be assigned based on the average above or below the standard deviation for the class as reported by VARC.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less or equal to -0.9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress(Primary Grades)
1	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress(Primary Grades)

2	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress(Primary Grades)
3	9) Grades 3 and up: State-approved 3rd party assessments	Measures of Academic Progress Math

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.	Liberty CSD will be using value-added measures based on Measures of Academic Progress(Primary Math) or Measures of Academic Progress(Math) assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth for Math K-3. Analysis will be provided by NWEA and VARC. Points will be assigned based on the average above or below the standard deviation for the class as reported by VARC
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less or equal to -0.9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less or equal to -2.1

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	7) Student Learning Objectives	Liberty CSD developed Grade 6 Science Assessment
7	7) Student Learning Objectives	Liberty CSD-developed Grade 7 Science
8	7) Student Learning Objectives	Science Grade 8 State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	Teachers and administrators will set targets for students taking the indicated assessments based on academic historical data and the data from the pre-assessments. After analyzing prior
--	---

3.13, below.	performance, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceed the target. The target will measure achievement. The process for assigning HEDI points will be based on the percentage of students who meet or exceed the achievement target. The target will measure achievement.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 80%-100% of all students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 55%-79% of all students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30%-54% of all students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 0-29% of their students receiving their target.

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	7) Student Learning Objectives	Liberty CSD developed Grade 6 SS Assessment
7	7) Student Learning Objectives	Liberty CSD developed Grade 7 SS Assessment
8	7) Student Learning Objectives	Liberty CSD developed Grade 8 SS Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and administrators will set targets for students taking the indicated assessments based on academic historical data and the data from the pre-assessments. After analyzing prior performance, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceed the target. The target will measure achievement. The process for assigning HEDI points will be based on the percentage of students who meet or exceed the achievement target. The target will measure achievement.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 80%-100% of all students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 55%-79% of all students reaching their target.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30%-54% of all students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 0-29% of their students receiving their target.

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	7) Student Learning Objectives	Liberty CSD-developed Global 1 Assessment
Global 2	7) Student Learning Objectives	Global Regents
American History	7) Student Learning Objectives	US History Regents

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.	Teachers and administrators will set targets for students taking the indicated assessments based on academic historical data and the data from the pre-assessments. After analyzing prior performance, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceed the target. The target will measure achievement. The process for assigning HEDI points will be based on the percentage of students who meet or exceed the achievement target. The target will measure achievement.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 80%-100% of all students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 55%-79% of all students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30%-54% of all students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 0-29% of their students receiving their target.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	7) Student Learning Objectives	Living Environment Regents
Earth Science	7) Student Learning Objectives	Earth Science Regents
Chemistry	7) Student Learning Objectives	Chemistry Regents
Physics	7) Student Learning Objectives	Physics Regents

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.	Teachers and administrators will set targets for students taking the indicated assessments. After analyzing prior performance, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target. The target will measure achievement.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 80%-100% of all students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 55%-79% of all students reaching their target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30%-54% of all students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 0-29% of their students receiving thier target.

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	7) Student Learning Objectives	Algebra Common Core Regents
Geometry	7) Student Learning Objectives	2005 Geometry Regents and Geometry Common Core Regents
Algebra 2	7) Student Learning Objectives	Algebra 2 Regents

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

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

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

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.	Teachers and administrators will set targets for students taking the indicated assessments. After analyzing prior performance, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target. The target will measure achievement. If allowable, the 2005 standards and the Common Core Regents will be given and the higher of the two scores will be used. Once the 2005 standards are no longer available, only Common Core will be administered.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 80%-100% of all students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 55%-79% of all students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30%-54% of all students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 0-29% of their students receiving their target.

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	7) Student Learning Objectives	Liberty CSD-developed Grade 9 English Assessment
Grade 10 ELA	7) Student Learning Objectives	Liberty CSD-developed Grade 10 English Assessment
Grade 11 ELA	7) Student Learning Objectives	Comprehensive English 11 Regents

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

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

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

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.	Teachers and administration will set targets for the students for ELA grades 9 and 10 and grade 11 Comprehensive English Regents based on data from previous assessments. After analyzing prior performance, they will determine targets and the uploaded chart will award points based on a percentage of students that met or exceeded the target. The target will measure achievement. Starting in school year 2015-2016, we will administer the Common Core English Regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation will have 80% or more of the students reach their target score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have between 55%-79% of the students reach their target score
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have between 30%-54% of the students reach their target score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have 0%-29% of students reach their target score.

3.12) All Other Courses

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

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Other courses not named above	7) Student Learning Objectives	Liberty CSD-developed course specific assessments or BOCES developed specific assessments.
Grade 8 Accelerated Science students	7) Student Learning Objectives	Living Environment regents

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.	Teachers and administrators will set targets for students taking the indicated assessments based on academic historical data and the data from the pre-assessments. After analyzing prior performance, they will determine targets and the uploaded chart
---	---

will award points based on the percentage of students who met or exceed the target. The target will measure achievement. The process for assigning HEDI points will be based on the percentage of students who meet or exceed the achievement target. The target will measure achievement. Teachers of the same grade and subject will use the same assessment.

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

Teachers who earn this designation will have 80% or more of the students reach their target score.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers who earn this designation have between 55%-79% of the students reach their target score

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers who earn this designation have between 30%-54% of the students reach their target score

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

Teachers who earn this designation have 0%-29% of students reach their target score.

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/12149/549622-y92vNseFa4/Liberty 3 13 Upload.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.

For teachers with a mix of sections/courses resulting in the use of multiple locally selected measures, all of the student scores from the multiple sections/courses will be combined into one overall score of 0-15 or 0-20 as applicable, weighted proportionately based on the number of students in each section/course.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, November 18, 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	Marshall's Teacher Evaluation Rubric
---------------------------------------	--------------------------------------

Second Rubric, if applicable	Not Applicable
------------------------------	----------------

4.2) Points Within Other Measures

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

Yes

If you checked "no" above, fill in the group of teachers covered 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.

Attached below is the 60 point Conversion Chart for the Marshall Rubric. The rubric scores listed are the minimum scores necessary to achieve the corresponding HEDI point values. At the end of the year, the Principal and the teacher fills out the Marshall rubric and discuss each domain and subcomponents based on evidence. The 60 point scores are developed based on the end of year meeting. The lowest score a teacher may earn on each domain would be 1 point. Based on the evidence from all 6 observations, each sub component is rated 1-4 and then sub components are averaged in 6 domain scores. If a teacher received one point for each of the six domains, they would earn a total of 6 points for the Marshall Rubric Score which will result in a final average of 1. The highest score a teacher may earn on each domain is four points. If a teacher received four points for each of the six domains, they would earn a total of 24 points for the Marshall Rubric Score, which will result in a final average of 4. Add up each of the subcomponents found on each domain. Divide total by number of subcomponents to receive an average score of 1-4 for each domain. Attached is the HEDI Marshall Rubric Conversion Scale. At the end of the school year, administrators and teachers meet and collaboratively discuss each subcomponent of each domain and based on evidence and the 6 mini observations to determine the HEDI score. Standard rounding rules will apply.

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

assets/survey-uploads/5091/151156-eka9yMJ855/APPR LFA Other Measures Conversion chart_1.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Highly effective meets very demanding criteria of an expert teacher in the following domains: planning and preparation; classroom management; delivery of instruction; monitoring, assessment and follow-up; family and community outreach; professional responsibilities (59-60)
Effective: Overall performance and results meet NYS Teaching Standards.	Effective is solid expected professional performance in the following criteria; in the following domains: planning and preparation; classroom management; delivery of instruction; monitoring, assessment and follow-up; family and community outreach; professional responsibilities (57-58)
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing indicates that performance has significant deficiencies in the following criteria; in the following domains: planning and preparation; classroom management; delivery of instruction; monitoring, assessment and follow-up; family and community outreach; professional responsibilities (50-56)
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ineffective does not meet standards in the following criteria; in the following domains: planning and preparation; classroom management; delivery of instruction; monitoring, assessment and follow-up; family and community outreach; professional responsibilities(0-49)

Provide the ranges for the 60-point scoring bands.

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

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	0
Informal/Short	6
Enter Total	6

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?

-
- Not Applicable
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	0
Informal/Short	6
Total	6

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?

-
- Not Applicable
-

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

- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, October 14, 2014

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

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Wednesday, December 03, 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/12193/549625-Df0w3Xx5v6/APPR Teacher Improvement Plan-grid revised Dec 2013.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

B. APPR Appeals Process

The basis for an appeal shall be limited to items listed in section A.

A. What can be appealed:

1. The substance of the APPR

2. The school district's adherence to the standards and methodologies required pursuant to the Education Law 3012-c

3. Adherence to the Commissioner's Regulations, as applicable to such reviews
4. Compliance with any locally-negotiated procedures applicable
5. Issuance and/or implementation of the terms of the teachers TIP (Teacher Improvement Plan) under Education Law 3012-c

B. Who can appeal:

1. Probationary teachers may only appeal an ineffective composite score
2. Tenured teachers may appeal a composite score of developing or ineffective.

Appeals will be addressed in a timely and expeditious manner. At no time will the appeal process take more than 90 days.

C. Process for appeal:

1. Step one: Professional discussion (Informal conference):

Any formal appeal must be preceded with a "professional discussion" between the teacher and his or her direct supervisor (the person who completed the APPR). But for exceptional circumstances, a meeting must be held for this purpose within five (5) working days of receiving the APPR, and the teacher shall have the right to be accompanied by a representative of his or her choosing within five (5) working days of receiving issuance/implementation of TIP. The teacher's objective in the "professional discussion" is to review those portions of the APPR evaluation which the teacher disputes. At this meeting the teacher should provide the supervisor with all pertinent documentation or evidence in support of his or her position.

A. The "professional discussion", the first step in the appeals process must be based solely on Part B subsection A of this appeals process.

B. In the "professional discussion" and throughout the appeals process, the teacher has the burden of demonstrating a clear legal right to the relief requested (changing the APPR evaluation rating) and the burden of establishing the facts upon which he or she seeks relief.

C. Within three working (3) days of the "professional discussion" the teacher's immediate supervisor shall provide a written decision to the teacher (with a copy provided concurrently to the Superintendent) regarding the disputes raised at that meeting.

If the Principal is NOT the direct supervisor, the teacher is to meet with the Principal within five days by following Step 1, A,B,C if a resolution is not reached during the "professional discussion" with the direct supervisor.

If the Principal is the direct supervisor and a resolution is not reached during the "professional discussion", the teacher may file a formal appeal with the Superintendent.

2. Step two: Formal Appeal:

The appeal must be made in writing and submitted to the District Clerk. The formal appeal must be filed by the teacher within ten (10) working days of receiving the written decision from step one of this process.

- The appeal articulates the particular basis for the appeal, raising only those issues brought forth in Step 1 of the Appeals process. All documents and evidence pertinent to the appeal which were earlier submitted by the teacher to his or her immediate supervisor must accompany the appeal.

- The Superintendent will meet with the teacher within five (5) working days of receipt of the appeal and relevant data.

- A written decision on the merits of the appeal shall be rendered no later than ten (10) days from the date upon which the teacher filed his or her formal appeal to the Superintendent.

- The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher appeal. If the appeal is sustained, the Superintendent may set aside a rating, modify a rating or order a new evaluation. A copy of the decision shall be provided to the teacher and the evaluator.

Step Three

- In the event a teacher is unsuccessful in the formal appeal, he/she may appeal the Superintendent's decision within 15 days for receiving the decision. The appeal shall be conducted by the District Superintendent at BOCES who will be referred to as the arbitrator. The arbitrator will have the authority to void any evaluation only if a procedural defect is found to be a material breach of the locally negotiated procedures.

- Any arbitration hereunder shall be conducted in accordance with the voluntary labor arbitration rules of the American Arbitration Association. The decision of the arbitrator shall be final and binding. The costs of any arbitration shall be borne equally by the LFA and the Board. The arbitrator shall have no power to add, subtract, change or modify any provision of the Agreement and make no decision which requires any act prohibited by law or is in violation of the terms of this Agreement.

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

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.

Lead evaluators and evaluators will be provided training by the district, BOCES and/or third party vendors to demonstrate understanding and competency. Lead evaluators and evaluators will be certified annually by the superintendent of schools based on completion of required training and demonstration of understanding and competency. The training will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. Training will include the 9 elements in 30-2.9

Initial training will be no less than 20 hours and will include knowledge development, modeling of effective evaluation and practical exercise in evidence based observation. Certification will require initial and ongoing demonstration of knowledge and competency through formal and informal assessment. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators. Any individual who fails to achieve required training and certification or re-certification, as applicable, shall not conduct or complete evaluations.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- 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 Wednesday, December 03, 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):

5-12

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
---	---------

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked
--	---------

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

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

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

State assessments, required if one exists

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

List of State-approved 3rd party assessments

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

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
PK-4	State assessment	NYS Grade 4 ELA and Math Assessments
PK-4	State assessment	NYS Grade 3 ELA and Math Assessments
PK-4	Grades 3 and up: State-approved 3rd party assessment	Measures of Academic Progress(ELA and Math)
5-12	State assessment	NYS ELA and NYS Math 5-8 HS Comprehensive English Regents and CC Algebra Regents

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may	PK-4 building: We will use the State-provided Growth scores for Grade 4 ELA/Math, and will set SLOs for the NYS Grade 3
---	---

upload a table or graphic below.

ELA and Math assessments and ELA/Math MAP assessments to reach 30% of the students in the PK-4 building. For the Grade 3 ELA/Math and MAP assessments, the principal and superintendent will determine individual growth targets for students using baseline data, and HEDI points will be awarded based on the percentage of students meeting the targets. These will be weighted proportionately with the Grade 4 State-provided growth score to determine the principal's final 0-20 HEDI score.

5-12 building: The district will utilize the State-provided growth score for the above listed principals. If such a score represents less than 30% of the students supervised by the principal, the district will set SLOs for the largest course(s) in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided scores will then be weighted proportionately with the SLO result(s) for a final HEDI score. The SLO process will be as follows: based upon baseline data, the principal in collaboration with the superintendent will set individual growth targets for each student. A principal will receive a HEDI score based upon the percent of students reaching their targets.”

We will administer the Comprehensive ELA Regents so long as allowed by SED. Beginning in 2015-16, only the Common Core ELA Regents will be administered.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	80.5-100% of students meet growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	64-80% of students meet growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	52-63% of students meet growth target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-51% of students meet growth target.

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

assets/survey-uploads/12156/549626-lha0DogRNw/Liberty 7 3 Upload.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, December 03, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5-12	(d) measures used by district for teacher evaluation	NYS Comprehensive English Regents (14-15) and CC Regents 2015-2016

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.	Liberty CSD will use the Comprehensive English 11 Regents scores as long as allowed by SED and Common Core thereafter. The targets will be made in collaboration with the Principal and Supervisor. The targets will measure achievement. 0-15 or 0-20 HEDI points will be assigned using the uploaded conversion charts based on the percentage of students who meet or exceed the achievement target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meet achievement target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-80% of students meet achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-69% of students meet achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-59% of students meet achievement target.

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)

assets/survey-uploads/12190/549627-8o9AH60arN/APPR LAA Table 5 and 6 Local Assessment 5-12 Principal 20 and 15 pts section 8.1.docx

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

(No response)

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
PK-4	(d) measures used by district for teacher evaluation	VARC scores from NWEA Measure of Academic Progress for Primary, and ELA and Math grades k-4

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.	Liberty CSD will be using the VARC for NWEA Measures of Academic Progress for primary and ELA and Math. Points will be assigned based on the average above and below the standard deviation as reported by VARC. Points will be assigned based on the average above and below the standard deviation for the school as reported by VARC.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals receiving this designation will have growth scores greater than 0.9
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals receiving this designation will have growth scores greater than -2.1 and less or equal to -0.9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals receiving this designation will have growth scores less than or equal to -2.1

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

(No response)

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

assets/survey-uploads/12190/549627-T8MIGWUVm1/Liberty 8 2 Upload.docx

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, November 18, 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	Marshall's Principal Evaluation Rubric
---	--

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

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

For the principal evaluation, 60 points will be assigned using the Marshall rubric. At the end of the year, the principal and the lead evaluator or evaluator will each fill out the 60 point rubric. The rubric scores listed are the minimum scores necessary to achieve the corresponding HEDI point values. Evidence will be provided to drive the discussion to determine the points on the rubric. Attached below is the 60 point Conversion Chart for the Marshall Rubric. The lowest score a principal may earn on each domain would be 1 point. If a principal received one point for each of the six domains, they would earn a total of 6 points for the Marshall Rubric Score which will result in a final average of 1. The highest score a principal may earn on each domain is four points. If a principal received four points for each of the six domains, they would earn a total of 24 points for the Marshall Rubric Score which will result in a final average of 4. Based on the evidence from all 3 observations, each sub component is rated 1-4 and then subcomponents are averaged into 6 domain scores. Add up each of the subcomponents found on each domain. Divide total by number of subcomponents to receive an average score of 1-4 for each domain. Attached is the HEDI Marshall Rubric Conversion Scale. There will be three school visits of the principal, two unannounced and one announced. These school visits will be used to provide evidence for the end of the year discussion with the principal and the lead evaluator/evaluator. Based on the evidence from all 3 observations, each subcomponent is rated 1-4 and then sub components are averaged into 6 domain scores. The 6 domain scores will be averaged into a final 1-4 HEDI score. Standard rounding rules will apply. This will determine the 60 point HEDI. .

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

assets/survey-uploads/5143/243894-pMADJ4gk6R/APPR LAA Other Measures Rubric Conversion Table_1.docx

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

Highly Effective: Overall performance and results exceed standards.	The principal’s performance exceeds the Liberty Central School District’s expectations and objectives for an effective educational leader, 59-60 points.
Effective: Overall performance and results meet standards.	The principal’s performance meets the Liberty Central School district’s expectations and objectives for an effective educational leader, 57-58 points.

Developing: Overall performance and results need improvement in order to meet standards.	The principal's performance is working towards meeting the Liberty Central School district's expectations and objectives for an effective educational leader and areas for improvement are noted, 50-56 points.
Ineffective: Overall performance and results do not meet standards.	The principal's performance does not meet the standards of the Liberty Central School district's expectations and objectives for an effective educational leader and many areas for improvement were observed and must be corrected, 0-49 points.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, July 24, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Wednesday, December 03, 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/5276/243900-Df0w3Xx5v6/APPR LAA PIP Form.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals process

Levels of Appeal

There shall be three levels of Appeal.

Level One Appeal shall be with the Superintendent.

Level Two Appeal shall be with the Appeals Panel. The Appeals Panel shall be comprised of two individuals; one chosen by the

administrators association and one by the school.
Third level of appeal will be the BOCES District Superintendent.

Reasons for Appeal - Issuance of an APPR ineffective or developing composite rating: substance of the APPR, issuance of a Principal Improvement Plan and/or final implementation of a Principal Improvement Plan can trigger the appeal process as delineated below: A principal who receives an ineffective or developing rating on their annual composite shall be entitled to appeal such rating to the Superintendent. The appeal shall be filed within ten (10) work days of hand delivery of the final performance review upon the principal.

A principal who receives a principal improvement plan ("PIP") and disputes its issuance shall be entitled to appeal to the Superintendent. An appeal of the issuance of the PIP shall be filed within ten (10) work days of delivery of the PIP.

A principal who is issued a PIP and subsequently disputes its final implementation shall be entitled to appeal. An appeal of the implementation of a PIP shall be filed within ten (10) work days of the date of the completion of the PIP.

Level One Appeal

Within ten (10) work days of receipt of an ineffective or developing rating on his/her APPR, the issuance of a PIP, or the implementation of a PIP the principal has the right to request a Level One Appeal. The Principal shall include a written description of the specific areas of disagreement with his/her APPR, PIP or PIP implementation and shall include any supporting documentation when requesting the Level One Appeal.

Within ten (10) work days of receiving the appeal, the Superintendent shall schedule and hold a meeting with the principal and association representative.

Level One Appeal – shall consist of a meeting of the principal, an association representative, and the Superintendent and his/her representative to discuss areas of concern regarding his/her APPR rating, issuance of a PIP or implementation of a PIP. At this meeting the principal shall define his/her areas of concerns and request that corrective action be taken by altering his/her APPR rating, rescinding or modifying his/her PIP, or altering the implementation of the PIP. This meeting shall have the intention of resolving the disputes that the principal has in a collegial manner. Within five (5) work days after the Level One Appeal meeting the Superintendent will issue in writing his/her rulings on the Level One Appeal. If the appeal is resolved the appeal is closed. If the appeal is unresolved at Level One the principal may within five (5) work days of the receipt of the level one decision submit the appeal to Level Two.

Level Two Appeal-Level Two Appeal shall be heard by an Appeals Panel.

Appeals Panel – the Appeals Panel shall be comprised of two (2) individuals; one chosen by the administrators association, and one by the school district. The principal requesting the appeal and the lead evaluator responsible for the principal's APPR evaluation are ineligible to sit on the Appeal Panel. The appeal shall include a written description of the specific areas of disagreement over the principal's performance review as prescribed in Section 3012-c of the Education Law, or where applicable the issuance and /or implementation of the terms of his/her improvement plan in accordance with the requirements set forth in Section 3012-c of the Education Law.

The principal shall include in his appeal the disputed performance review or improvement plan. In addition, the principal may submit other documents or materials in support of his/her appeal.

Within fifteen (15) work days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the points(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. The Appeal Panel shall review and render a decision on the principal's appeal within ten (10) work days from the receipt of the appeal from the Principal.

Level Three Appeal

The determination of the appeal at Level Two may be appealed to the BOCES District Superintendent within five (5) work days of the receipt of the level 2 decision. The BOCES District Superintendent shall have ten (10) work days to render a decision. Such determination by the BOCES Superintendent shall be final and binding.

Miscellaneous

An evaluation shall not be placed in a principal's personnel file until ten (10) days after the conclusion of the appeal process described herein.

A principal who invokes the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal shall always have the right to submit a written rebuttal to his/her evaluation.

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 Superintendent will ensure that lead evaluators participate in annual training and are recertified on an annual basis. All evaluators will be certified upon completion on the training process.

BOCES will be utilized to provide training and recertification. Any individual who fails to achieve required training and certification or re-certification, as applicable, shall not conduct or complete evaluations. Training will cover all 9 elements in 30-2.9. Any administrator who evaluates building principals shall be required to participate in 12 hours of training.

The training will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic

comparisons of assessments; and/or annual calibration sessions across evaluators.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Wednesday, January 14, 2015

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/12158/549631-3Uqgn5g9Iu/APPR 2014-15 District Certification.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.
Please save your file types as .doc, .ppt or .xls respectively before uploading.

HEDI Scoring	State HEDI Scoring Bands 20 points																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	95-100%	90-94%	80-89%	78-79%	75-77%	72-74%	70-71%	67-69%	64-66%	61-63%	59-60%	55-58%	51-54%	46-50%	41-45%	36-40%	31-35%	30%	24-29%	15-23%	0-14%

HEDI Scoring	Local HEDI Scoring Bands 20 points																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	95-100%	90-94%	80-89%	78-79%	75-77%	72-74%	70-71%	67-69%	64-66%	61-63%	59-60%	55-58%	51-54%	46-50%	41-45%	36-40%	31-35%	30%	24-29%	15-23%	0-14%

These conversion charts are consistent for all grade levels and all subject areas. This is based on the percentage of students that meet their established targets. Teachers will receive a HEDI rating between 0-20 as outlined below.

HEDI Scoring	Local HEDI Scoring Bands 15 points															
	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	<u>11</u>	<u>10</u>	9	8	7	6	5	4	3	2	1	0
	96-100%	80-95%	76-79%	71-75%	66-70%	61-65%	58-60%	55-57%	49-54%	47-48%	37-46%	34-36%	30-33%	24-29%	15-23%	0-14%

NWEA MAP Assessment VARC Conversion Charts

The following chart represents a value added score that will be generated by NWEA and VARC result in a growth score (GS) + or – from 0 as an indicator of a year’s worth of growth. This is used where we use NWEA for ELA and Math.

The chart below is a 20 point conversion.

Highly Effective	Effective	Developing	Ineffective
20 points: $GS > 1.3$	17 points: $0.5 < GS \leq 0.9$	8 points: $-1.1 < GS \leq -0.9$	2 points: $-2.3 < GS \leq -2.1$
19 points: $1.1 < GS \leq 1.3$	16 points: $0.1 < GS \leq 0.5$	7 points: $-1.3 < GS \leq -1.1$	1 point: $-2.5 < GS \leq -2.3$
18 points: $0.9 < GS \leq 1.1$	15 points: $-0.1 < GS \leq 0.1$	6 points: $-1.5 < GS \leq -1.3$	0 points: $GS \leq -2.5$
	14 points: $-0.3 < GS \leq -0.1$	5 points: $-1.7 < GS \leq -1.5$	
	13 points: $-0.5 < GS \leq -0.3$	4 points: $-1.9 < GS \leq -1.7$	
	12 points: $-0.6 < GS \leq -0.5$	3 points: $-2.1 < GS \leq -1.9$	
	11 points: $-0.7 < GS \leq -0.6$		
	10 points: $-0.8 < GS \leq -0.7$		
	9 points: $-0.9 < GS \leq -0.8$		

NWEA MAP Assessment VARC Conversion Charts 15 points

The following chart represents a value added score that will be generated by NWEA and VARC and result in a growth score (GS) + or – from 0 as an indicator of a year’s worth of growth. This is used where we use NWEA for ELA and Math.

The chart below is a 15 point conversion.

Highly Effective	Effective	Developing	Ineffective
15 points: $GS > 1.3$	13 points: $0.5 < GS \leq 0.9$	7 points: $-1.3 < GS \leq -0.9$	2 points: $-2.3 < GS \leq -2.1$
14 points: $0.9 < GS \leq 1.3$	12 points: $-0.1 < GS \leq 0.5$	6 points: $-1.5 < GS \leq -1.3$	1 point: $-2.5 < GS \leq -2.3$
	11 points: $-0.3 < GS \leq -0.1$	5 points: $-1.7 < GS \leq -1.5$	0 points: $GS \leq -2.5$
	10 points: $-0.6 < GS \leq -0.3$	4 points: $-1.9 < GS \leq -1.7$	
	9 points: $-0.8 < GS \leq -0.6$	3 points: $-2.1 < GS \leq -1.9$	
	8 points: $-0.9 < GS \leq -0.8$		

HEDI Scoring	Local HEDI Scoring Bands 20 points																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	95-100%	90-94%	80-89%	78-79%	75-77%	72-74%	70-71%	67-69%	64-66%	61-63%	59-60%	55-58%	51-54%	46-50%	41-45%	36-40%	31-35%	30%	24-29%	15-23%	0-14%

These conversion charts are consistent for all grade levels and all subject areas. This is based on the percentage of students that meet their established targets. Teachers will receive a HEDI rating between 0-20 as outlined below.

HEDI Scoring	Local HEDI Scoring Bands 15 points															
	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	<u>11</u>	<u>10</u>	9	8	7	6	5	4	3	2	1	0
	96-100%	80-95%	76-79%	71-75%	66-70%	61-65%	58-60%	55-57%	49-54%	47-48%	37-46%	34-36%	30-33%	24-29%	15-23%	0-14%

NWEA MAP Assessment VARC Conversion Charts

The following chart represents a value added score that will be generated by NWEA and VARC result in a growth score (GS) + or – from 0 as an indicator of a year’s worth of growth. This is used where we use NWEA for ELA and Math.

The chart below is a 20 point conversion.

Highly Effective	Effective	Developing	Ineffective
20 points: $GS > 1.3$	17 points: $0.5 < GS \leq 0.9$	8 points: $-1.1 < GS \leq -0.9$	2 points: $-2.3 < GS \leq -2.1$
19 points: $1.1 < GS \leq 1.3$	16 points: $0.1 < GS \leq 0.5$	7 points: $-1.3 < GS \leq -1.1$	1 point: $-2.5 < GS \leq -2.3$
18 points: $0.9 < GS \leq 1.1$	15 points: $-0.1 < GS \leq 0.1$	6 points: $-1.5 < GS \leq -1.3$	0 points: $GS \leq -2.5$
	14 points: $-0.3 < GS \leq -0.1$	5 points: $-1.7 < GS \leq -1.5$	
	13 points: $-0.5 < GS \leq -0.3$	4 points: $-1.9 < GS \leq -1.7$	
	12 points: $-0.6 < GS \leq -0.5$	3 points: $-2.1 < GS \leq -1.9$	
	11 points: $-0.7 < GS \leq -0.6$		
	10 points: $-0.8 < GS \leq -0.7$		
	9 points: $-0.9 < GS \leq -0.8$		

NWEA MAP Assessment VARC Conversion Charts 15 points

The following chart represents a value added score that will be generated by NWEA and VARC and result in a growth score (GS) + or – from 0 as an indicator of a year’s worth of growth. This is used where we use NWEA for ELA and Math.

The chart below is a 15 point conversion.

Highly Effective	Effective	Developing	Ineffective
15 points: $GS > 1.3$	13 points: $0.5 < GS \leq 0.9$	7 points: $-1.3 < GS \leq -0.9$	2 points: $-2.3 < GS \leq -2.1$
14 points: $0.9 < GS \leq 1.3$	12 points: $-0.1 < GS \leq 0.5$	6 points: $-1.5 < GS \leq -1.3$	1 point: $-2.5 < GS \leq -2.3$
	11 points: $-0.3 < GS \leq -0.1$	5 points: $-1.7 < GS \leq -1.5$	0 points: $GS \leq -2.5$
	10 points: $-0.6 < GS \leq -0.3$	4 points: $-1.9 < GS \leq -1.7$	
	9 points: $-0.8 < GS \leq -0.6$	3 points: $-2.1 < GS \leq -1.9$	
	8 points: $-0.9 < GS \leq -0.8$		

Rubric Raw Score to HEDI Conversion Table

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
Highly Effective	59-60	3.76-4.00	60
		3.51-3.75	59
Effective	57-58	3.26-3.50	58
		2.51-3.25	57
Developing	50-56	2.40-2.50	56
		2.25-2.39	55
		2.10-2.24	54
		1.95-2.09	53
		1.80-1.94	52
		1.65-1.79	51
		1.51-1.64	50
Ineffective	0-49	1.49-1.50	49
		1.48	48
		1.47	47
		1.46	46
		1.45	45
		1.44	44
		1.43	43
		1.42	42
		1.41	41
		1.40	40
		1.39	39
		1.38	38
		1.37	37
		1.36	36
		1.35	35
		1.34	34
		1.33	33
		1.32	32
		1.31	31
1.30	30		
1.29	29		
1.28	28		
1.27	27		
1.26	26		

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
Ineffective (cont'd)		1.25	25
		1.24	24
		1.23	23
		1.22	22
		1.21	21
		1.20	20
		1.19	19
		1.18	18
		1.17	17
		1.16	16
		1.15	15
		1.14	14
		1.13	13
		1.12	12
		1.11	11
		1.10	10
		1.09	9
		1.08	8
		1.07	7
		1.06	6
		1.05	5
		1.04	4
		1.03	3
		1.02	2
		1.01	1
		1.00	0

Table 3 –Local Assessment K-12 Principal Growth Table

The percentage on the left is the minimum value necessary to achieve the corresponding HEDI score.

Achievement %	Points
81.5% or higher	20
81.0%	19
80.5%	18
80%	17
78-79%	16
76-77%	15
74-75%	14
72-73%	13
70-71%	12
68-69%	11
66-67%	10
64-65%	9
62-63%	8
60-61%	7
58-59%	6
56-57%	5
54-55%	4
52-53%	3
50-51%	2
48-49%	1
0.0% to 47.0%	0

Table 5 –Local Assessment 5-12 Principal Growth Table

The percentage on the left is the minimum value necessary to achieve the corresponding HEDI score.

Achievement %	Points
81.5% or higher	20
81.0%	19
80.5%	18
80%	17
78-79%	16
76-77%	15
74-75%	14
72-73%	13
70-71%	12
68-69%	11
66-67%	10
64-65%	9
62-63%	8
60-61%	7
58-59%	6
56-57%	5
54-55%	4
52-53%	3
50-51%	2
48-49%	1
0.0% to 47.0%	0

Table 6 –Local Assessment 5-12 Principal Value-Added Table

The percentage on the left is the minimum value necessary to achieve the corresponding HEDI score.

Achievement %	Points
82.0%-100.0%	15
81%	14
80%	13
78-79%	12
76-77%	11
74-75%	10
72-73%	9
70-71%	8
68-69%	7
66-67%	6
64-65%	5
62-63%	4
60-61%	3
58-59%	2
56-57%	1
0 to 55.0%	0

NWEA MAP Assessment VARC Conversion Charts

The following chart represents a value added score that will be generated by NWEA and result in a growth score (GS) + or – from 0 as an indicator of a year’s worth of growth. This is used where we use NWEA for ELA and Math.

The chart below is a 20 point conversion.

Highly Effective	Effective	Developing	Ineffective
20 points: $GS > 1.3$	17 points: $0.5 < GS \leq 0.9$	8 points: $-1.1 < GS \leq -0.9$	2 points: $-2.3 < GS \leq -2.1$
19 points: $1.1 < GS \leq 1.3$	16 points: $0.1 < GS \leq 0.5$	7 points: $-1.3 < GS \leq -1.1$	1 point: $-2.5 < GS \leq -2.3$
18 points: $0.9 < GS \leq 1.1$	15 points: $-0.1 < GS \leq 0.1$	6 points: $-1.5 < GS \leq -1.3$	0 points: $GS \leq -2.5$
	14 points: $-0.3 < GS \leq -0.1$	5 points: $-1.7 < GS \leq -1.5$	
	13 points: $-0.5 < GS \leq -0.3$	4 points: $-1.9 < GS \leq -1.7$	
	12 points: $-0.6 < GS \leq -0.5$	3 points: $-2.1 < GS \leq -1.9$	
	11 points: $-0.7 < GS \leq -0.6$		
	10 points: $-0.8 < GS \leq -0.7$		
	9 points: $-0.9 < GS \leq -0.8$		

Table 2 –Rubric Raw Score to HEDI Conversion Table

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
Highly Effective	59-60	3.76-4.00	60
		3.51-3.75	59
Effective	57-58	3.26-3.50	58
		2.51-3.25	57
Developing	50-56	2.40-2.50	56
		2.25-2.39	55
		2.10-2.24	54
		1.95-2.09	53
		1.80-1.94	52
		1.65-1.79	51
Ineffective	0-49	1.51-1.64	50
		1.49-1.50	49
		1.48	48
		1.47	47
		1.46	46
		1.45	45
		1.44	44
		1.43	43
		1.42	42
		1.41	41
		1.40	40
		1.39	39
		1.38	38
		1.37	37
		1.36	36
		1.35	35
		1.34	34
		1.33	33
1.32	32		
1.31	31		
1.30	30		
1.29	29		
1.28	28		
1.27	27		
1.26	26		

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
Ineffective (cont'd)		1.25	25
		1.24	24
		1.23	23
		1.22	22
		1.21	21
		1.20	20
		1.19	19
		1.18	18
		1.17	17
		1.16	16
		1.15	15
		1.14	14
		1.13	13
		1.12	12
		1.11	11
		1.10	10
		1.09	9
		1.08	8
		1.07	7
		1.06	6
		1.05	5
		1.04	4
		1.03	3
		1.02	2
		1.01	1
		1.00	0

Form 6 - Principal Improvement Plan see attached explanations

NAME _____

SCHOOL _____

SCHOOL YEAR _____

Rubric Domain: _____ **Rubric Element** _____ **State Assessment** _____ **Local Assessment** _____

Area(s) in Need of Improvement	Desired Outcomes	Activities to Support the Achievement of the Desired Outcomes	Timeline for Completion	Resources to be provided by the District	Evidence to Support Achievement of Goal	Was Desired Outcome Achieved (Y/N date)

Meeting Date	Progress toward goal	Principal Signature	Lead Evaluator Signature

Duplicate as necessary

Copy will be placed in the Principal's Personnel File

Explanation of the terms used on the PIP Form

Area(s) in Need of Improvement-The Lead Evaluator will only list those areas in need of improvement that were directly responsible for the principal receiving an Ineffective or Developing Rating.

Desired Outcomes-The Lead Evaluator will provide specific success driven outcome/goal statements

Activities to Support the Achievement of the Desired Outcomes-The Lead Evaluator will list the activities that the principal should engage in to meet the desired outcomes.

Timeline for Completion-The Lead Evaluator will meet with the Principal monthly to assess the progress of the Principal with the PIP. If the Lead Evaluator determines that a goal has been met, it will be noted on the attached chart.

Resources to be provided by the District-The Lead Evaluator will list the resources that will be provided to assist the Principal in achieving the desired outcomes.

Evidence to Support Achievement of Goal-The Lead Evaluator and the Principal will mutually decide what items will be presented in support of goal attainment.

Was Desired Outcome Achieved (Y/N date)—The Lead Evaluator will indicate on the chart when a specific outcome has been met.

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

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

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

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

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

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

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

- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

Superintendent Signature: Date:

 1/14/15

Teachers Union President Signature: Date:

Maureen Crescitelli 1/5/2015

Administrative Union President Signature: Date: 1/5/2015

Anthony R. Sinacore

Board of Education President Signature: Date:

Andrew Kardeski 1/13/15

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

 