



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

Commissioner of Education
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August 1, 2013

Revised

Mary Curcio, Superintendent
McGraw Central School District
PO Box 556
McGraw, NY 13101

Dear Superintendent Curcio:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: J. Francis Manning

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, June 05, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 110304040000

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

110304040000

1.2) School District Name: MCGRAW CSD

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

MCGRAW CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, July 19, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	McGraw CSD developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	McGraw CSD developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	McGraw CSD Grade developed 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with the Principal will establish class-wide growth targets using pre-assessment and historical academic data. Based on the overall percentage of students who meet or exceed the class-wide growth target a corresponding 0-20 HEDI score will be determined using the applicable uploaded conversion chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85 percent or more of our student population must meet the District expectation.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-84% of our student population must meet the District expectation.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of our student population must meet the District expectation.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-49% of our student population must meet the District expectation.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	McGraw CSD developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	McGraw CSD developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	McGraw CSD developed Grade 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with the Principal will establish class-wide growth targets using pre-assessment and historical academic data. Based on the overall percentage of students who meet or exceed the class-wide growth target a corresponding 0-20 HEDI score will be determined using the applicable uploaded conversion chart
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85 percent or more of our student population must meet the District expectation.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-84% of our student population meet the District expectation.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of our student population must meet the District expectation.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-49% of our student population must meet the District expectation.

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	McGraw CSD developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	McGraw CSD developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with the Principal will establish class-wide growth targets using pre-assessment and historical academic data. Based on the overall percentage of students who meet or exceed the class-wide growth target a corresponding 0-20 HEDI score will be determined using the applicable uploaded conversion chart
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85 percent or more of our student population must meet the District expectation.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-84% of our student population must meet the District expectation.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of our student population must meet the District expectation.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-49% of our student population must meet the District expectation.

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	McGraw CSD Developed grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	McGraw CSD developed grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	McGraw CSD developed grade 8 Social Studies Assessment

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

assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with the Principal will establish class-wide growth targets using pre-assessment and historical academic data. Based on the overall percentage of students who meet or exceed the class-wide growth target a corresponding 0-20 HEDI score will be determined using the applicable uploaded conversion chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 percent or more of our student population must meet the District expectation.
Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of our student population must meet the District expectation.
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of our student population must meet the the District expectation.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of our student population must meet the District expectation.

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	McGraw CSD developed Grade 9 Global 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 the Principal will establish class-wide growth targets using pre-assessment and historical academic data. Based on the overall percentage of students who meet or exceed the class-wide growth target a corresponding 0-20 HEDI score will be determined using the applicable uploaded conversion chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 percent or more of our student population must meet the District expectation.
Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of our student population must meet the District expectation

Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of our student population must meet the District expectation.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of our student population must meet the District expectation.

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 the Principal will establish class-wide growth targets using pre-assessment and historical academic data. Based on the overall percentage of students who meet or exceed the class-wide growth target a corresponding 0-20 HEDI score will be determined using the applicable uploaded conversion chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 percent or more of our student population must meet the District expectation.
Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of our student population must meet the District expectation
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of our student population must meet the District expectation.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of our student population must meet the District expectation

2.8) High School Math Regents Courses

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

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

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment

Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with the Principal will establish class-wide growth targets using pre-assessment and historical academic data. Based on the overall percentage of students who meet or exceed the class-wide growth target a corresponding 0-20 HEDI score will be determined using the applicable uploaded conversion chart. We will use the Integrated Algebra Regents.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 percent or more of our student population must meet the District expectation.
Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of our student population must meet the District expectation
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of our student populaton must meet the District expectation.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of our student population must meet the District expectation.

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	McGraw CSD developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	McGraw CSD developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

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

Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of our student population must meet the District expectation.
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of our student population must meet the District expectation.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of our student population must meet the District expectation.

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/12186/521159-TXEttx9bQW/conversion chart.pdf

2.12) Locally Developed Controls

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

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

NA

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, July 19, 2013

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 5 ELA Assessment
6	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 6 ELA Assessment

7	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 8 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers in collaboration with the principal and with approval by the Principal will establish an achievement benchmark. Based on the overall percentage of students who meet or exceed the established achievement benchmark a corresponding 0-15 or 0-20 HEDI score will be determined using the applicable uploaded conversion chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14-15 points will be assigned where 85-100% of students meet the target. Specifically: 91-100% -15 points, 85-90% -14 points.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8-13 points will be assigned where 70-84% of students meet the target. Specifically: 79-84% -13 points, 76-78% -12 points, 74-75% -11 points, 73% -10 points, 72% - 9 points, 70-71% - 8 points.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-7 points will be assigned where 50-69% of students meet the target. Specifically: 64-69% -7 points, 61-63% - 6 points, 59-60% - 5 points, 55-58% - 4 points, 50-54% - 3 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of students meet the target. Specifically: 31-49% - 2 points, 21-30% - 1 point, 0-20% - 0 points.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 4 Math Assessment
5	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 5 Math Assessment
6	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers in collaboration with the principal and approval by the Principal will establish an achievement benchmark. Based on the overall percentage of students who meet or exceed the established achievement benchmark a corresponding 0-15 or 0-20 HEDI score will be determined using the applicable uploaded conversion chart
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14-15 points will be assigned where 85-100% of students meet the target. Specifically: 91-100% -15 points, 85-90% -14 points.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8-13 points will be assigned where 70-84% of students meet the target. Specifically: 79-84% -13 points, 76-78% -12 points, 74-75% -11 points, 73% -10 points, 72% - 9 points, 70-71% - 8 points.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-7 points will be assigned where 50-69% of students meet the target. Specifically: 64-69% -7 points, 61-63% - 6 points, 59-60% - 5 points, 55-58% - 4 points, 50-54% - 3 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of students meet the target. Specifically: 31-49% - 2 points, 21-30% - 1 point, 0-20% - 0 points.

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/12149/521160-rhJdBgDruP/conversion chart_1.pdf

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	McGraw CSD developed kindergarten ELA Assessment
1	5) District, regional, or BOCES-developed assessments	McGraw CSD developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES-developed assessments	McGraw CSD developed Grade 2 ELA Assessment
3	5) District, regional, or BOCES-developed assessments	McGraw CSD developed Grade 3 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with the principal and approval by the Principal will establish an achievement benchmark. Based on the overall percentage of students who meet or exceed the established achievement benchmark a corresponding 0-15 or 0-20 HEDI score will be determined using the applicable uploaded conversion chart
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the students meet the local achievement target. Specifically, if 96% and above meet the target will earn 20 points, 91-95% - 19 points, 85-90% -18 points.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be assigned where 70-84% of the students meet the local achievement target. Specifically, 83-84% -17 points, 81-82% -16 points, 79-80% -15 points, 76-78% - 14 points, 75% - 13 points, 74% -12 points, 73% - 11 points, 72% -10 points, 70-71% - 9 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of students meet the local achievement target. Specifically, 68-69% -8 points, 64-67% - 7 points, 61-63% - 6 points, 59-60 - 5 points, 55-58% - 4 points, 50-54% - 3 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of students meet the local achievement target. Specifically: 31-49% - 2 points, 21-30% - 1 point, 0-20% - 0 points.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 2 Math Assessment
3	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 3 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with the principal and approval by the Principal will establish an achievement benchmark. Based on the overall percentage of students who meet or exceed the established achievement benchmark a corresponding 0-15 or 0-20 HEDI score will be determined using the applicable uploaded conversion chart
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the students meet the local achievement target. Specifically, if 96% and above meet the target will earn 20 points, 91-95% - 19 points, 85-90% -18 points.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be assigned where 70-84% of the students meet the local achievement target. Specifically, 83-84% -17 points, 81-82% -16 points, 79-80% -15 points, 76-78% - 14 points, 75% - 13 points, 74% -12 points, 73% - 11 points, 72% -10 points, 70-71% - 9 points.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of students meet the local achievement target. Specifically, 68-69% -8 points, 64-67% - 7 points, 61-63% - 6 points, 59-60 - 5 points, 55-58% - 4 points, 50-54% - 3 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of students meet the local achievement target. Specifically: 31-49% - 2 points, 21-30% - 1 point, 0-20% - 0 points.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with the principal and approval by the Principal will establish an achievement benchmark. Based on the overall percentage of students who meet or exceed the established achievement benchmark a corresponding 0-15 or 0-20 HEDI score will be determined using the applicable uploaded conversion chart
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	18-20 points will be assigned where 85-100% of the students meet the local achievement target. Specifically, if 96% and

achievement for grade/subject.	above meet the target will earn 20 points, 91-95% - 19 points, 85-90% -18 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be assigned where 70-84% of the students meet the local achievement target. Specifically, 83-84% -17 points, 81-82% -16 points, 79-80% -15 points, 76-78% - 14 points, 75% - 13 points, 74% -12 points, 73% - 11 points, 72% -10 points, 70-71% - 9 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of students meet the local achievement target. Specifically, 68-69% -8 points, 64-67% - 7 points, 61-63% - 6 points, 59-60 - 5 points, 55-58% - 4 points, 50-54% - 3 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of students meet the local achievement target. Specifically: 31-49% - 2 points, 21-30% - 1 point, 0-20% - 0 points.

3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with the principal and approval by the Principal will establish an achievement benchmark. Based on the overall percentage of students who meet or exceed the established achievement benchmark a corresponding 0-15 or 0-20 HEDI score will be determined using the applicable uploaded conversion chart
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the students meet the local achievement target. Specifically, if 96% and above meet the target will earn 20 points, 91-95% - 19 points, 85-90% -18 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be assigned where 70-84% of the students meet the local achievement target. Specifically, 83-84% -17 points, 81-82% -16 points, 79-80% -15 points, 76-78% - 14 points, 75% - 13 points, 74% -12 points, 73% - 11 points, 72% -10 points, 70-71% - 9 points.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of students meet the local achievement target. Specifically, 68-69% -8 points, 64-67% - 7 points, 61-63% - 6 points, 59-60 - 5 points, 55-58% - 4 points, 50-54% - 3 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of students meet the local achievement target. Specifically: 31-49% - 2 points, 21-30% - 1 point, 0-20% - 0 points.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 9 Social Studies Assessment
Global 2	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 10 Global Assessment
American History	5) District, regional, or BOCES–developed assessments	McGraw CSD developed Grade 11 American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with the principal and approval by the Principal will establish an achievement benchmark. Based on the overall percentage of students who meet or exceed the established achievement benchmark a corresponding 0-15 or 0-20 HEDI score will be determined using the applicable uploaded conversion chart
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the students meet the local achievement target. Specifically, if 96% and above meet the target will earn 20 points, 91-95% - 19 points, 85-90% -18 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be assigned where 70-84% of the students meet the local achievement target. Specifically, 83-84% -17 points, 81-82% -16 points, 79-80% -15 points, 76-78% - 14 points, 75% - 13 points, 74% -12 points, 73% - 11 points, 72% -10 points, 70-71% - 9 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of students meet the local achievement target. Specifically, 68-69% -8 points, 64-67% - 7 points, 61-63% - 6 points, 59-60 - 5 points, 55-58%

- 4 points, 50-54% - 3 points.

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

0-2 points will be assigned where 0-49% of students meet the local achievement target. Specifically: 31-49% - 2 points, 21-30% - 1 point, 0-20% - 0 points.

3.9) High School Science

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with the principal and approval by the Principal will establish an achievement benchmark. Based on the overall percentage of students who meet or exceed the established achievement benchmark a corresponding 0-15 or 0-20 HEDI score will be determined using the applicable uploaded conversion chart
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the students meet the local achievement target. Specifically, if 96% and above meet the target will earn 20 points, 91-95% - 19 points, 85-90% -18 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be assigned where 70-84% of the students meet the local achievement target. Specifically, 83-84% -17 points, 81-82% -16 points, 79-80% -15 points, 76-78% - 14 points, 75% - 13 points, 74% -12 points, 73% - 11 points, 72% -10 points, 70-71% - 9 points.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of students meet the local achievement target. Specifically, 68-69% -8 points, 64-67% - 7 points, 61-63% - 6 points, 59-60 - 5 points, 55-58% - 4 points, 50-54% - 3 points.

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

0-2 points will be assigned where 0-49% of students meet the local achievement target. Specifically: 31-49% - 2 points, 21-30% - 1 point, 0-20% - 0 points.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES-developed assessments	McGraw CSD developed Algebra 1 Assessment
Geometry	5) District, regional, or BOCES-developed assessments	McGraw CSD developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES-developed assessments	McGraw CSD developed Algebra 2 Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with the principal and approval by the Principal will establish an achievement benchmark. Based on the overall percentage of students who meet or exceed the established achievement benchmark a corresponding 0-15 or 0-20 HEDI score will be determined using the applicable uploaded conversion chart
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the students meet the local achievement target. Specifically, if 96% and above meet the target will earn 20 points, 91-95% - 19 points, 85-90% -18 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be assigned where 70-84% of the students meet the local achievement target. Specifically, 83-84% -17 points, 81-82% -16 points, 79-80% -15 points, 76-78% - 14 points, 75% - 13 points, 74% -12 points, 73% - 11 points, 72% -10 points, 70-71% - 9 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of students meet the local achievement target. Specifically, 68-69% -8 points, 64-67% - 7 points, 61-63% - 6 points, 59-60 - 5 points, 55-58%

- 4 points, 50-54% - 3 points.

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

0-2 points will be assigned where 0-49% of students meet the local achievement target. Specifically: 31-49% - 2 points, 21-30% - 1 point, 0-20% - 0 points.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES-developed assessments	McGraw CSD developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES-developed assessments	McGraw CSD developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES-developed assessments	McGraw CSD developed Grade 11 ELA Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with the principal and approval by the Principal will establish an achievement benchmark. Based on the overall percentage of students who meet or exceed the established achievement benchmark a corresponding 0-15 or 0-20 HEDI score will be determined using the applicable uploaded conversion chart
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the students meet the local achievement target. Specifically, if 96% and above meet the target will earn 20 points, 91-95% - 19 points, 85-90% -18 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be assigned where 70-84% of the students meet the local achievement target. Specifically, 83-84% -17 points, 81-82% -16 points, 79-80% -15 points, 76-78% - 14 points, 75% - 13 points, 74% -12 points, 73% - 11 points, 72% -10 points, 70-71% - 9 points.

- 4 points, 50-54% - 3 points.

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

0-2 points will be assigned where 0-49% of students meet the local achievement target. Specifically: 31-49% - 2 points, 21-30% - 1 point, 0-20% - 0 points.

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/12149/521160-y92vNseFa4/conversion chart.pdf

3.14) Locally Developed Controls

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

NA

3.15) Teachers with More Than One Locally Selected Measure

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

The percentage of students who meet or exceed the established achievement benchmark will be averaged proportionately in direct correlation to the teachers' class rosters.

3.16) Assurances

Please check all of the boxes below:

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

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

4. Other Measures of Effectiveness (Teachers)

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

No

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

Tenured Teachers

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	45
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)

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)

assets/survey-uploads/12179/521161-2UoxI2HPmn/Form4_2_PointsWithinOtherMeasures[1].doc

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.

Other Measures of Effectiveness (0-60 points) For Tenured Teachers

Principals will conduct all observations of all tenured teachers. The evidence from each observation will be submitted in a data program. The collection of that data will be matched to the standards of the NYSUT Rubric. Teachers will also be collecting evidence to submit for standards 6 and 7 of the NYSUT Rubric and placed in an evidence binder. For the end of the year summative, the scores for each standard and the evidence collected for standards six and seven collected will be used to determine a final score that each

teacher will receive. The range of points a teacher can receive is 0-60 points. Each standard has the following range of point values:

- Standard One = 0-10 points
- Standard Two = 0-10 points
- Standard Three = 0-10 points
- Standard Four = 0-7 points
- Standard Five = 0-8 points
- Standard Six = 0-8 points
- Standard Seven = 0-7 points

For standards 6 and 7, teachers will submit artifacts.

All of the points assigned to the multiple observations and review of teacher artifacts will be summed together and each teacher will be assigned a HEDI score as per our HEDI chart. The total of the points from the multiple observations and from the evidence binder will be totaled to give a teacher a score of between 0-60 points.

For the evidence gathered through the observations and the review of Standard 6 and 7, the teacher will receive points for each key element as follows:

- Highly effective – 1.66
- Effective – 1.3
- Developing – 1.15
- Ineffective - 0

If the total results in a number with a decimal, the total for each standard will be rounded accordingly to the closest whole number.

For Probationary Teachers:

Each observation is worth 17 points (51 points) and will evaluate standards one through five. On the observation form, each standard is given a value related to a specific HEDI score and the observer rates each standard per each observation. For each element observed, there will be a HEDI rating. The scores for each element observed within each standard will be totaled and an average will be calculated to result in one HEDI score for each standard. After each observation, there will be a post conference to share the rating of the observation with the teacher. At the end of the year, the total of the three observations and points from standards 6 and 7 will be added together to get a final HEDI score for the multiple measures. Standard six is worth 5 points and standard 7 is worth 4 points. Teachers will collect artifacts to place in an evidence binder to address standards six and seven.

The HEDI Ratings for each observations are as follows:

- Standard One -
Highly Effective-4, Effective-3, Developing-2 Ineffective-0-1
- Standard Two-
Highly Effective-3, Effective-2, Developing-1 Ineffective-0
- Standard Three-
Highly Effective-4, Effective-3, Developing-2 Ineffective-0-1
- Standard Four:
Highly Effective-3, Effective-2, Developing-1 Ineffective-0
- Standard Five-
Highly Effective-3, Effective-2, Developing-1 Ineffective-0

The principal will review and score all data and artifacts in the teacher evidence binder for Standards 6 and 7. For the evidence gathered through teacher artifacts for Standard 6 and 7, the teacher will receive points for each key element as follows:

- Highly effective – 1.0
- Effective – 0.6
- Developing – 0.25
- Ineffective - 0

This data will be evaluated at the end of the year during the summative review and added to points earned for the three observations for the year. The points will then be totaled and then result in a HEDI score as follows:

- Highly Effective 55-60
- Effective 45-54
- Developing 39-44
- Ineffective 0-38

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

assets/survey-uploads/12179/521161-eka9yMJ855/Probationary observation form.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	To be highly effective, a teacher will have to earn between 55-60 points on the NYSUT Rubric.
Effective: Overall performance and results meet NYS Teaching Standards.	To be effective, a teacher will have to earn between 45 - 54 points on the NYSUT rubric.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	To be developing, a teacher will have to earn between 39-44 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	To be ineffective, a teacher will have to earn between 0-38 points.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	0
4.7) Observations of Tenured Teachers Informal/Short	6
4.7) Observations of Tenured Teachers 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)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

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

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/521163-Df0w3Xx5v6/Teacher Improvement Plan process and forms_2.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

XIII. APPEALS

Appeals of annual professional performance reviews shall be limited to those that rate a teacher as ineffective or developing.

What may be challenged in an appeal: The scope of appeals under Education Law 3012-c shall be limited to the following subjects:

1. The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
2. The adherence to the Commissioner's regulations, as applicable to such review;
3. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
4. The school district's issuance and/or implementation of the terms of the teacher improvement plan under Education law 3012-c. (www.capregboces.org/LeaderToLeaderLinks/2010-2011/PDF/EdLaw3012.pdf)

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

Under this appeals process the teacher bears the burden of proving by substantial evidence the merits of his or her appeal.

Timeframe for filing an appeal: All appeals must be submitted in writing to the superintendent no later than 15 calendar days of the date when the teacher receives his/her annual professional performance review. If a teacher is challenging the issuance of an improvement plan, appeals must be filed within 15 calendar days of the issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Appeal process: When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

After receiving a teacher appeal, the superintendent will convene a Review Team comprised of the superintendent or designee, the MFA president or designee, another McGraw Faculty Association member and another qualified administrator within 15 calendar days of the receipt of the appeal. The role of the Review Team will be to evaluate facts and evidence submitted by the teacher.

The presence of the appellant and the evaluator(s) are requested on the day of the Review Team meeting. If the person making the appeal chooses not to be present, the appeal moves directly to the decision of the superintendent.

Under this appeals process, the teacher bears the burden of proving by substantial evidence the merits of his or her appeal. The decision will be rendered by the Review Team.

Decision: The Review Team shall issue a written decision on the merits of the appeal no later than 15 calendar days from the date when the Review Team convenes. The decision of the Review Team shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Review Team shall not be subject to any further appeal. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans, and must be initiated within 15 calendar days of the alleged failure of the District to comply with such requirements.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. A copy of the decision shall be provided to the teacher and the evaluator or person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

Exclusivity of section 3012-c appeal procedure: The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures, or to any other administrative or judicial forum, for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

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.

Any evaluator [administrator, supervisor or peer reviewers and/or external evaluators, if applicable] who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and will continue training and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

All professional staff subject to the district's APPR Plan will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the NYSUT rubric, forms and the procedures to be followed consistent with the approved APPR plan.

Lead Evaluators will continue annual training at the District BOCES as required by NYSSSED. That training includes:

Lead Evaluator Training Description:

The OCM BOCES Network Team provides training to our Network Team members, based on the training provided at SED's Network Team Institutes and best practices in supervision and evaluation. The training included all of the state-prescribed components:

1. New York State Teaching Standards and Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile and VA Growth Model data
4. Application and use of the State-approved teacher or principal rubrics
5. Application and use of any assessment tools used to evaluate teachers and principals
6. Application and use of State-approved locally selected measures of student achievement
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate teachers and principals
9. Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

Additionally, the training includes suggestions for making the new APPR system manageable. The goal is to provide training that will help lead evaluators be instructional leaders (and good supervisors). In addition to all course materials, participants will also receive a copy of Kim Marshall's Rethinking Teacher Supervision and Evaluation. Training consists of two full days during the summer and eight half-days, totaling thirty-three hours. Resources, including slides and all materials for the training are all archived on-line on a special page at leadership.ocmboces.org. The OCM BOCES will be providing continuing training in order to support Lead Evaluators as well.

All evaluators of teachers will receive ongoing training through the OCM BOCES. They will meet the standards set forth in all training sessions provided by the OCM BOCES and by SED.

Each year the District's Board of Education will pass a resolution that certifies or recertifies each lead evaluator of classroom teachers who have met all training requirements as set forth above. Training requirements outlined above will maintain inner reliability.

All training requirements and duration of training as set forth by SED each year will be complied with by the McGraw district. For all evaluators and/or lead evaluators, all training requirements to become a lead evaluator/evaluator or to continue as a lead evaluator/evaluator will continue to be required for certification or recertification.

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)

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Updated Monday, July 22, 2013

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

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

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

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

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

K-5
6-12
(No response)

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

Please check the boxes below:

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

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-5	State assessment	NYS Grade 4 and 5 English Language Arts State Assessment, NYS grade 4.5 Mathematics State Assessment
6-12	State assessment	NYS Grades 6, 7 and 8 English Language Arts State Assessment, NYS Grades 6,7,8 Mathematics State Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	If value added is not approved, principals in collaboration with the Superintendent and approval by the Superintendent will establish class-wide growth targets using pre-assessment and historical academic data. Based on the overall percentage of students who meet or exceed the class-wide growth target, a corresponding 0-20 HEDI score will be determined using the applicable uploaded conversion chart.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	85-100 % of the principal's students must meet the district expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-84% of the principals's students must meet the district expectation.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of the principla's students must meet the District expectation.

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

0-49% of the principal's students must meet the district expectation.

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/12156/521164-lha0DogRNw/conversion chart.pdf

7.4) Special Considerations for Comparable Growth Measures

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

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

NA

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, July 22, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	McGraw Central School developed English Language Arts Assessments grades K-5
6-12	(d) measures used by district for teacher evaluation	McGraw Central School developed English Language Arts Assessment in grades 6-12

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.	Principles in collaboration with the superintendent and with the approval of the Superintendent will establish an achievement benchmark. Based on the overall percentage of students who meet or exceed the established achievement benchmark, a corresponding 0-15 or 0-20 HEDI score will be determined using the applicable uploaded conversion chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of student population will meet the District expectation.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of the student population will meet the District expectation.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	50-69% of the student population will meet the District expectation.

grade/subject.

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

0-49% of the student population will meet the District expectation.

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

(No response)

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

assets/survey-uploads/12190/521165-qBFVOWF7fC/conversion chart_1.pdf

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Mcgraw Central School developed grades K-5 English Language Arts Assessment
6-12	(d) measures used by district for teacher evaluation	McGraw Central School developed English Language Arts Assessment grades 6-12

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.	Principles in collaboration with the superintendent and with the approval of the Superintendent will establish an achievement benchmark. Based on the overall percentage of students who meet or exceed the established achievement benchmark, a corresponding 0-15 or 0-20 HEDI score will be determined using the applicable uploaded conversion chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of students will meet the District expectation.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of the student population will meet the District expectation
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the student population will meet the District expectation.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of the student population will meet the District expectation.

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/12190/521165-T8MIGWUVm1/conversion chart.pdf

8.3) Locally Developed Controls

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

NA

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.

Any principal with more than one locally selected measure will average the percentage of students who meet or exceed the established achievement benchmark proportionately based on the number of students within each measure. Final percentage will result in a corresponding HEDI score using the applicable uploaded conversion chart.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Monday, July 22, 2013

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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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 downloadable copy of Form 9.2. (MS Word)

(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)
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9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
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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)
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9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
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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)
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K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
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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)
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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)
NYC School Survey-2012 Teacher 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.

There are six domains in the Multidimensional Principal Performance Rubric. Data will be collected for each domain all year long and at the end of the year, based on the point values for each domain, the principal will receive a rating of 0-60 points. Each time evidence is collected, it will be aligned to the appropriate domain and element from the rubric and scored to show whether that evidence demonstrated ineffective, developing, effective or highly effective example of that element. The data includes building visits, visits to faculty meetings, communication by the principal, presentations done by the principal, written observations, and parent communication, etc.

Each observation will be rated according to the appropriate domain. The following points will be assigned accordingly for ineffective, developing, effective or highly effective for each performance indicator. Once all school visits have been completed and the performance indicators have been scored, they will be added together resulting in a 0-60 score for the principals.

Following are the point values for each domain:

- Domain One - 0-8 points (4 performance indicators)
- Domain Two- 0-19 points (10 performance indicators)
- Domain Three - 0-10 points (5 performance indicators)
- Domain Four- 0-6 points (3 performance indicators)
- Domain Five - 0-11 points (6 performance indicators)
- Domain Six- 0-6 points (3 performance indicators)

For each performance indicator within each domain, they will be rated as follows:

- Highly Effective- 1.93
- Effective - 1.65
- Developing - 1.35
- Ineffective - 0

The total points from each domain will be added together to give the principal a total score of 0-60 points with a HEDI score as noted

below. If the total results in a number with a decimal, the total for each domain will be rounded accordingly to the closest whole number, except for domain five which will be rounded down.

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	A principal must receive a score between 55 and 60 points to be rated highly effective.
Effective: Overall performance and results meet standards.	A principal must receive 45-54 points to be rated effective.
Developing: Overall performance and results need improvement in order to meet standards.	A principal must receive 39-44 points to be rated developing.
Ineffective: Overall performance and results do not meet standards.	A principal must receive 0-38 points to be rated ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

By supervisor	3
By trained administrator	0

By trained independent evaluator	0
Enter Total	3

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Monday, June 10, 2013

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	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

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 Thursday, July 18, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/521168-Df0w3Xx5v6/principal improvment process_1.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals

Appeals of annual professional performance reviews shall be limited to those that rate a principal as ineffective or developing.

What may be challenged in an appeal: The scope of appeals under Education Law 3012-c shall be limited to the following subjects:

1. The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
2. The adherence to the Commissioner's regulations, as applicable to such review;
3. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
4. The school district's issuance and/or implementation of the terms of the teacher or principal improvement plan under Education law 3012-c. (www.capregboces.org/LeaderToLeaderLinks/2010-2011/PDF/EdLaw3012.pdf)

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

Under this appeals process the principal bears the burden of proving by substantial evidence the merits of his or her appeal.

Timeframe for filing an appeal: All appeals must be submitted to the superintendent in writing no later than 15 calendar days of the date when the principal receives his/her annual professional performance review. If a principal is challenging the issuance of an improvement plan, appeals must be filed within 15 calendar days of the issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Appeal process: When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

After receiving a principal appeal, the superintendent will convene a Review Team comprised of the superintendent or designee, another association member and another qualified administrator within 15 calendar days of the receipt of the appeal. A principal making an appeal may select a neutral administrator, selected through consultation with the BOCES District Superintendent, to be appointed to the Review Team at the request of either the evaluator or principal. The role of the review team will be to evaluate facts and evidence submitted by the principal.

The presence of the appellant and the evaluator(s) are requested on the day of the Review Team meeting. If the person making the appeal chooses not to be present, the appeal moves directly to the decision of the superintendent.

Under this appeals process, the principal bears the burden of proving by substantial evidence the merits of his or her appeal. The decision will be rendered by the Review Team.

Decision: The Review Team shall issue a written decision based on the merits of the appeal no later than 15 calendar days from the date when the Review Team convenes. The decision of the Review Team shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Review Team shall not be subject to any further appeal. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans, and must be initiated within 15 calendar days of the alleged failure of the District to comply with such requirements.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. A copy of the decision shall be provided to the principal and the evaluator or person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

Exclusivity of section 3012-c appeal procedure: The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures, or to any other administrative or judicial forum, for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

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.

Any evaluator [administrator, supervisor or peer reviewers and/or external evaluators, if applicable] who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

All Professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the ISLLC standards, the Principal practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions.

All evaluators and lead evaluators will receive ongoing training every year as required by NYSSSED.

Principal Evaluator Training Description:

The OCM BOCES Network Team provides training to our Network Team members, based on the training provided at SED's Network Team Institutes and best practices in supervision and evaluation. The training included all of the state-prescribed components:

1. ISLLC 2008 Leadership Standards
 2. Evidence-based observation
 3. Application and use of Student Growth Percentile and VA growth Model data
 4. Application and use of the State-approved Multidimensional Principal Performance Rubrics (Training provided by Joanne Picone-Zochia, co-author of the rubric)
 5. Application and use of any assessment tools used to evaluate principals
 6. Application and use of State-approved locally selected measures of student achievement
 7. Use of the Statewide Instructional Reporting System
 8. Scoring methodology used to evaluate principals
 9. Specific considerations in evaluating principals of ELLs and students with disabilities
- Additionally, the training included support for making the new APPR system manageable, including:
10. State-determined district-wide student growth goal setting process (Student Learning Objectives)
 11. Effective supervisory visits and feedback
 12. Soliciting structured feedback from constituent groups
 13. Reviewing school documents, records, state accountability processes and other measures
 14. Principal contribution to teacher effectiveness
 15. Goal Setting and Attainment, using the Multidimensional Principal Performance Rubric tool (Training provided by Joanne Picone-Zochia, co-author of the rubric)

The goal is to provide training that will help lead evaluators evaluate principals and to help supervisors of principals help their principals do all of the new work that is expected of them under the Reform Agenda. Training consists of one full day and seven half-days, totaling 23.5 hours. Resources, including slides and all materials for the training are all archived on-line on a special page at leadership.ocmboces.org. The OCM BOCES will be providing continuing training in order to support Principal Evaluators as well.

All evaluators of principals will receive ongoing training through the OCM BOCES. They will meet the standards set forth in all training sessions provided by the OCM BOCES and as required by NYSSSED.

Each year the District's Board of Education will pass a resolution that certifies or recertifies each lead evaluator of principals who have met all training requirements as set forth above. Training requirements outlined above will maintain inner reliability is maintained over time.

All training requirements and duration of training as set forth by SED each year will be complied with by the McGraw district. For all evaluators and/or lead evaluators, all training requirements to become a lead evaluator/evaluator or to continue as a lead evaluator/evaluator will continue to be required for certification or recertification.

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 Tuesday, July 23, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/521169-3Uqgn5g9Iu/signatures 7-23-13.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.

15 & 20 POINT HEDI Conversion Charts

<u>20 point scale</u>	<u>% Meeting Target</u>		<u>15 point scale</u>	<u>% Meeting Target</u>
0	0-20		0	0-20
1	21-30		1	21-30
2	31-49		2	31-49
3	50-54		3	50-54
4	55-58		4	55-58
5	59-60		5	59-60
6	61-63		6	61-63
7	64-67		7	64-69
8	68-69			
9	70-71		8	70-71
10	72		9	72
11	73		10	73
12	74		11	74-75
13	75		12	76-78
14	76-78		13	79-84
15	79-80			
16	81-82			
17	83-84			
18	85-90		14	85-90
19	91-95		15	91-100
20	96-100			

15 & 20 POINT HEDI Conversion Charts

<u>20 point scale</u>	<u>% Meeting Target</u>		<u>15 point scale</u>	<u>% Meeting Target</u>
0	0-20		0	0-20
1	21-30		1	21-30
2	31-49		2	31-49
3	50-54		3	50-54
4	55-58		4	55-58
5	59-60		5	59-60
6	61-63		6	61-63
7	64-67		7	64-69
8	68-69			
9	70-71		8	70-71
10	72		9	72
11	73		10	73
12	74		11	74-75
13	75		12	76-78
14	76-78		13	79-84
15	79-80			
16	81-82			
17	83-84			
18	85-90		14	85-90
19	91-95		15	91-100
20	96-100			

15 & 20 POINT HEDI Conversion Charts

<u>20 point scale</u>	<u>% Meeting Target</u>		<u>15 point scale</u>	<u>% Meeting Target</u>
0	0-20		0	0-20
1	21-30		1	21-30
2	31-49		2	31-49
3	50-54		3	50-54
4	55-58		4	55-58
5	59-60		5	59-60
6	61-63		6	61-63
7	64-67		7	64-69
8	68-69			
9	70-71		8	70-71
10	72		9	72
11	73		10	73
12	74		11	74-75
13	75		12	76-78
14	76-78		13	79-84
15	79-80			
16	81-82			
17	83-84			
18	85-90		14	85-90
19	91-95		15	91-100
20	96-100			

Form 4.2) Points within Other Measures

For Probationary Teachers

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.

Fill in the group of teachers covered (e.g., "probationary teachers"):

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	51
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	9

Formal Observation Assessment Report

TEACHER:		17 pts.
OBSERVER:	BUILDING/GRADE LEVEL:	
SUBJECT AREA/LESSON FOCUS:		
LESSON FOR FORMAL OBSERVATION WILL TAKE PLACE	DATE:	TIME:
SUMMARY OF LESSON:		

	Evidence	COMMENTS	Circle One
Standard 1: Knowledge of Students & Student Learning			
Knowledge of child & adolescent development			
Knowledge of current, research-based knowledge of learning & language acquisition theories & processes			4
Knowledge of & responsive to diverse learning needs & interests			3
Knowledge of individual students from students, families			2
Knowledge of & responsive to economic, social, cultural, family, community factors that influences students' learning			1
Knowledge & understanding of technological & info literacy			0
Standard 2: Knowledge of Content and Instructional Planning			
Knowledge of content they teach			3
Understand how to connect concepts across discipline & engage learners in critical & innovative thinking			2
Uses a broad range of instructional strategies			1
Establishes goals & expectations for all students			
Designs relevant instruction that connects students' prior understanding & experiences to new knowledge			0
Evaluate & utilize curricular materials & other resources			
Standard 3: Instructional Practice			
Uses research-based practices & evidence of student learning			4
Communicate clearly & accurately with students			
Set high expectations & create challenging learning			3
Explores & uses a variety of approaches, resources & tech to meet diverse learning needs			2
Engage students in development of multi-disciplinary skills			1
Monitors & assesses student progress, seeks & provides feedback & adapts instruction to student needs			0
Standard 4: Learning Environment			
Creates a respectful, safe, & supportive environment			3
Creates intellectually challenging & stimulating learning			2
Manages environment for effective classroom operation			1
Organize & utilize resources (space, time, people) to create safe & productive learning environment			0
Standard 5: Assessment for Student Learning			
Design, adapt, select, & use range of assessment tools			3
Understand, analyze, interpret & use assessment data			
Communicate information about components of assessment			2
Reflect & evaluate effectiveness of assessment system			
Prepare students to understand format & directions of assessment used & criteria students will be evaluated on			1
			0

*Standard 6 & 7 – Teacher can note professional growth for evidence collected.

Strengths of the teacher's practice: Based on the evidence, indicate items that reflect the teacher's areas of strength.

Areas of growth in the teacher's practice: Based on the evidence, indicate items that reflect evaluator's recommendations and necessary administrative supports.

Administrator and teacher conducted a post-evaluation conference on the above items.

Staff Member's Signature

Administrator's Signature

Date

Date

Distribution: Personnel File
Supervisor
Employee

A. Identification of Deficiencies

1. Upon receiving a *composite* rating of "ineffective" or "developing," a teacher will be *placed on a Teacher Improvement Plan*.
2. When the supervising administrator has documented concerns about a teacher's performance that are of an ongoing and/or substantive nature the following process must occur:
 - A. The administrator will provide written notice to the teacher stating that there are concerns of an ongoing and/or substantial nature.
 - B. A meeting of the supervising administrator, teacher, and if desired, an MFA representative, will be held at which all known concerns will be identified and a detailed and specific plan to address the concerns will be developed.
 - C. Following the meeting, written documentation of the discussion and the agreed plan will be provided to the teacher from the administrator (see p. 19).
 - D. At the end of the designated time period a conference will take place between the supervising administrator, the teacher, and the MFA representative (if requested). At the conference the teacher will be informed *in writing* as to whether the concerns have been satisfactorily addressed. If it is determined that the deficiencies have not been remedied, one of the following will occur:
 - a. a tenured teacher will be placed on a Teacher Improvement Plan (TIP)
 - b. a probationary teacher will be:
 - i. placed on a Teacher Improvement Plan (TIP) OR
 - ii. notified of termination in accordance with NYS Education Law

Following the meeting, written documentation of the determination will be provided to the teacher from the administrator. A copy will be forwarded to the Superintendent, with a copy to the teacher's personnel file.

B. Teacher Improvement Plan

1. Overview

The purpose of the Teacher Improvement Plan is to provide a formal structure for the staff member to correct and/or significantly improve areas of deficiencies.

Teachers who are placed on a Teacher Improvement Plan (TIP) will be given a minimum of three months and a maximum of one year in which to correct and/or significantly improve the area(s) of deficiency. However, a TIP does not preclude the district from dismissing a probationary teacher. Notification of such termination shall be in accordance with NYS Education Law.

The three possible outcomes of the Teacher Improvement Plan are:

- successful completion of the prescribed Teacher Improvement Plan
- renewal of Teacher Improvement Plan
- recommendation for dismissal or denial of tenure

A Teacher Improvement Plan does not exclude the possibility of other administrative action, depending on the type and degree of ineffective performance.

2. Implementation

All documents relating to a Teacher Improvement Plan (TIP) will be sent to the Superintendent, with a copy to the teacher's Personnel File.

Once placed on a TIP, the staff member may choose:

- to create an Action Plan through a one-to-one approach with his/her administrator or
- to create the Action Plan through a review team approach.

The team make up will include the identified teacher, the supervising administrator, a tenured faculty member of the teacher's choice, and a note taker provided by administration. Members of this team are bound by rules of confidentiality. (Once selected the note taker must be the same person for the duration of the TIP.)

The designated teacher has 10 school days to provide:

- written notification to the supervising administrator of his/her method of choice in the development of the Action Plan (see above)
- in the event a Review Team approach is selected, the designated teacher must provide) the name of a tenured faculty member of his/her choice to the supervising administrator

Conference and Goal Setting -

With written receipt of the teacher's choice, the supervising administrator will set a time for development of a detailed and specific Teacher Improvement Plan (p. 20) that will include:

- establishment of time lines
- delineation of roles
- definition of responsibilities
- identification of performance based objectives

The teacher will be responsible for a written self-assessment incorporating the components of the above action plan to be presented at each meeting. Copies of the self-assessments will be added to the teacher's personnel file.

Feedback and Review -

In addition to steps of the Action Plan, the supervising administrator will conduct informal and formal observations. Following each observation the supervising administrator will provide written evaluation with specific suggestions.

The supervising administrator will notify the teacher in writing of his/her level of achievement relevant to the TIP. The Review Team (if selected) may be reconvened for additional feedback and review of the Plan or the teacher's progress at any time upon the written request of the teacher or supervising administrator. Adjustment of the plan can occur at anytime during the cycle in response to the teacher's professional growth.

Evaluation and Report -

The teacher will submit his/her written, completed TIP report, including a self-reflective narrative, to the supervising administrator (or Review Team if selected) on or before the date identified in the TIP.

Following a final conference with the teacher, the supervising administrator will forward the recommendation for the following year's placement to the Superintendent, with a copy to the teacher's Personnel File.

Teacher Improvement Process Identification of Deficiencies

Teacher _____

Administrator _____

Date _____

The following are substantive and/or ongoing concerns that need to be addressed:

The recommendations to address these concerns are as follows:

The timetable for the plan as developed at the meeting will be:

During the next ___ weeks the administrator will observe teacher performance ___ times and conference on _____.

Signed _____

Administrator

Date

Teacher

Date

MFA Representative

Date

c: Personnel File
Superintendent

Teacher Improvement Plan

Teacher _____

Administrator _____

Date _____

Teacher Option:

Individual _____

Team _____

Timeline:

Implementation

Midpoint

Endpoint

Frequency of progress reviews

Delineation of Roles:

Definition of Responsibilities:

Performance Based Objectives:

Any adjustments to this plan will be noted or attached

c: Personnel File
Superintendent

15 & 20 POINT HEDI Conversion Charts

<u>20 point scale</u>	<u>% Meeting Target</u>		<u>15 point scale</u>	<u>% Meeting Target</u>
0	0-20		0	0-20
1	21-30		1	21-30
2	31-49		2	31-49
3	50-54		3	50-54
4	55-58		4	55-58
5	59-60		5	59-60
6	61-63		6	61-63
7	64-67		7	64-69
8	68-69			
9	70-71		8	70-71
10	72		9	72
11	73		10	73
12	74		11	74-75
13	75		12	76-78
14	76-78		13	79-84
15	79-80			
16	81-82			
17	83-84			
18	85-90		14	85-90
19	91-95		15	91-100
20	96-100			

15 & 20 POINT HEDI Conversion Charts

<u>20 point scale</u>	<u>% Meeting Target</u>		<u>15 point scale</u>	<u>% Meeting Target</u>
0	0-20		0	0-20
1	21-30		1	21-30
2	31-49		2	31-49
3	50-54		3	50-54
4	55-58		4	55-58
5	59-60		5	59-60
6	61-63		6	61-63
7	64-67		7	64-69
8	68-69			
9	70-71		8	70-71
10	72		9	72
11	73		10	73
12	74		11	74-75
13	75		12	76-78
14	76-78		13	79-84
15	79-80			
16	81-82			
17	83-84			
18	85-90		14	85-90
19	91-95		15	91-100
20	96-100			

15 & 20 POINT HEDI Conversion Charts

<u>20 point scale</u>	<u>% Meeting Target</u>		<u>15 point scale</u>	<u>% Meeting Target</u>
0	0-20		0	0-20
1	21-30		1	21-30
2	31-49		2	31-49
3	50-54		3	50-54
4	55-58		4	55-58
5	59-60		5	59-60
6	61-63		6	61-63
7	64-67		7	64-69
8	68-69			
9	70-71		8	70-71
10	72		9	72
11	73		10	73
12	74		11	74-75
13	75		12	76-78
14	76-78		13	79-84
15	79-80			
16	81-82			
17	83-84			
18	85-90		14	85-90
19	91-95		15	91-100
20	96-100			

A. Identification of Deficiencies

1. Upon receiving a *composite* rating of "ineffective" or "developing," a principal will be placed on a *Principal Improvement Plan*.
2. When the supervising administrator has documented concerns about a principal's performance that are of an ongoing and/or substantive nature the following process must occur:
 - A. The administrator will provide written notice to the principal stating that there are concerns of an ongoing and/or substantial nature.
 - B. A meeting of the supervising administrator, principal, and if desired, another representative, will be held at which all known concerns will be identified and a detailed and specific plan to address the concerns will be developed.
 - C. Following the meeting, written documentation of the discussion and the agreed plan will be provided to the teacher from the administrator (see p. 19).
 - D. At the end of the designated time period a conference will take place between the supervising administrator and the principal. At the conference the principal will be informed *in writing* as to whether the concerns have been satisfactorily addressed. If it is determined that the deficiencies have not been remedied, one of the following will occur:
 - a. a tenured principal will be placed on a Principal Improvement Plan (PIP)
 - b. a probationary principal will be:
 - i. placed on a Principal Improvement Plan (PIP) OR
 - ii. notified of termination in accordance with NYS Education Law

Following the meeting, written documentation of the determination will be provided to the principal from the superintendent. A copy will be forwarded to the Superintendent, with a copy to the Principal's personnel file.

B. Principal Improvement Plan

1. Overview

The purpose of the Principal Improvement Plan is to provide a formal structure for the staff member to correct and/or significantly improve areas of deficiencies.

Principals who are placed on a Principal Improvement Plan (PIP) will be given a minimum of three months and a maximum of one year in which to correct and/or significantly improve the area(s) of deficiency. However, a PIP does not preclude the district from dismissing a probationary principal. Notification of such termination shall be in accordance with NYS Education Law.

The three possible outcomes of the Principal Improvement Plan are:

- successful completion of the prescribed Principal Improvement Plan
- renewal of Principal Improvement Plan
- recommendation for dismissal or denial of tenure

A Principal Improvement Plan does not exclude the possibility of other administrative action, depending on the type and degree of ineffective performance.

2. Implementation

All documents relating to a Principal Improvement Plan (PIP) will be sent to the Superintendent, with a copy to the principal's Personnel File.

Once placed on a PIP, the principal may choose:

- to create an Action Plan through a one-to-one approach with his/her administrator or
- to create the Action Plan through a review team approach.

The team make up will include the identified principal, the supervising administrator and the superintendent. Members of this team are bound by rules of confidentiality.

The designated principal has 10 school days to provide:

- written notification to the supervising administrator of his/her method of choice in the development of the Action Plan (see above)
- in the event a Review Team approach is selected, the designated principal must provide) the name of a tenured faculty member of his/her choice to the supervising administrator

Conference and Goal Setting -

With written receipt of the Principal's choice, the supervising administrator will set a time for development of a detailed and specific Principal Improvement Plan (p. 20) that will include:

- establishment of time lines
- delineation of roles
- definition of responsibilities
- identification of performance based objectives

The principal will be responsible for a written self-assessment incorporating the components of the above action plan to be presented at each meeting. Copies of the self-assessments will be added to the principal's personnel file.

Feedback and Review -

In addition to steps of the Action Plan, the supervising administrator will conduct informal and formal observations. Following each observation the supervising administrator will provide written evaluation with specific suggestions.

The supervising administrator will notify the principal in writing of his/her level of achievement relevant to the PIP. The Review Team (if selected) may be reconvened for additional feedback and review of the Plan or the principal's progress at any time upon the written request of the principal or supervising administrator. Adjustment of the plan can occur at anytime during the cycle in response to the principal's professional growth.

Evaluation and Report -

The principal will submit his/her written, completed PIP report, including a self-reflective narrative, to the supervising administrator (or Review Team if selected) on or before the date identified in the PIP.

Following a final conference with the principal, the supervising administrator will forward the recommendation for the following year's placement to the Superintendent, with a copy to the principal's Personnel File.

Principal Improvement Process Identification of Deficiencies

Principal _____

Administrator _____

Date _____

The following are substantive and/or ongoing concerns that need to be addressed:

The recommendations to address these concerns are as follows:

The timetable for the plan as developed at the meeting will be:

During the next ___ weeks the superintendent will observe principal performance ___ times and conference on _____.

Signed _____

Administrator

Date

Superintendent

Date

c: Personnel File
Superintendent

Principal Improvement Plan

Principal _____

Superintendent _____

Date _____

Principal Option:

Individual _____

Team _____

Timeline:

Implementation

Midpoint

Endpoint

Frequency of progress reviews

Delineation of Roles:

Definition of Responsibilities:

Performance Based Objectives:

Any adjustments to this plan will be noted or attached

Personnel File

Superintendent

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Mary E. Curcio 7/23/13

Teachers Union President Signature: Date:

Valerie Wright 7/23/13

Administrative Union President Signature: Date:

M. Dumorier 7/23/13

Board of Education President Signature: Date:

Anthony J. Jera 7/23/13