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

Commissioner of Education
President of the University of the State of New York
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March 27, 2014

Revised

Ryan Dougherty, Superintendent
Newark Valley Central School District
79 Whig Street
Newark Valley, NY 13811

Dear Superintendent Dougherty:

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: Allan Buyck

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 Monday, December 16, 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 : 600402040000

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

600402040000

1.2) School District Name: NEWARK VALLEY CSD

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

NEWARK VALLEY 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, March 14, 2014

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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	Newark Valley District developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Newark Valley District developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Newark Valley District developed Grade 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' growth scores will be based on the percentage of students who meet their individual growth targets. Pre-assessments will be administered at the start of each course. Individual growth targets for each student will be determined by the district using the pre-assessment data. Teachers HEDI score of 0-20 will be determined using the attached HEDI chart. For third grade teachers (where the scores result in a 1-4), the score will be converted to a 100 point measure using the following method: Each student's scaled score shall be converted to a 100 point score by dividing the student's scaled score by the maximum scaled score provided by NYSED. This number will then be multiplied by 100.

	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. General rounding rules will apply. Rounding will not cause a teacher to move between HEDI scoring bands.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attachment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attachment

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Newark Valley District developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	Newark Valley District developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Newark Valley District 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' growth scores will be based on the percentage of students who meet their individual growth targets. Pre-assessments will be administered at the start of each course. Individual growth targets for each student will be determined by the district using the pre-assessment data. Teachers HEDI score of 0-20 will be determined using the attached HEDI chart. For third grade teachers (where the scores result in a 1-4), the score will be converted to a 100 point measure using the following method: Each student's scaled score shall be converted to a 100 point score by dividing the student's scaled score by the maximum scaled score provided by NYSED. This number will then be multiplied by 100. General rounding rules will apply. Rounding will not cause a teacher to move between HEDI

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

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Newark Valley District developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Newark Valley District developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers' growth scores will be based on the percentage of students who meet their individual growth targets. Pre-assessments will be administered at the start of each course. Individual growth targets for each student will be determined by the district using the pre-assessment data. Teachers HEDI score of 0-20 will be determined using the attached HEDI chart. For eighth grade teachers (where the scores result in a 1-4), the score will be converted to a 100 point measure using the following method: Each student's scaled score shall be converted to a 100 point score by dividing the student's scaled score by the maximum scaled score provided by NYSED. This number will then be multiplied by 100. General rounding rules will apply. Rounding will not cause a teacher to move between HEDI scoring bands.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attachment

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

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Newark Valley District developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Newark Valley District developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Newark Valley District developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers' growth scores will be based on the percentage of students who meet their individual growth targets. Pre-assessments will be administered at the start of each course. Individual growth targets for each student will be determined by the district using the pre-assessment data. Teachers HEDI score of 0-20 will be determined using the attached HEDI chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attachment
Effective (9 - 17 points) Results meet District goals for similar students.	See attachment
Developing (3 - 8 points) Results are below District goals for similar students.	See attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attachment

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Newark Valley District developed Global 1 Assessment

Social Studies Regents Courses	Assessment

Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers' growth scores will be based on the percentage of students who meet their individual growth targets. Pre-assessments will be administered at the start of each course. Individual growth targets for each student will be determined by the district using the pre-assessment data. Teachers HEDI score of 0-20 will be determined using the attached HEDI chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attachment
Effective (9 - 17 points) Results meet District goals for similar students.	See attachment
Developing (3 - 8 points) Results are below District goals for similar students.	See attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attachment

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers' growth scores will be based on the percentage of students who meet their individual growth targets. Pre-assessments will be administered at the start of each course. Individual growth targets for each student will be determined by the district using the pre-assessment data. Teachers HEDI score of 0-20 will be determined using the attached HEDI chart.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attachment
Effective (9 - 17 points) Results meet District goals for similar students.	See attachment
Developing (3 - 8 points) Results are below District goals for similar students.	See attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attachment

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, 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' growth scores will be based on the percentage of students who meet their individual growth targets. Pre-assessments will be administered at the start of each course. Individual growth targets for each student will be determined by the district using the pre-assessment data. Teachers HEDI score of 0-20 will be determined using the attached HEDI chart. The district will administer both the Integrated and Common Core Algebra Regents to students in a common core class. Teachers will use the higher of the two assessment scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached
Effective (9 - 17 points) Results meet District goals for similar students.	See attached
Developing (3 - 8 points) Results are below District goals for similar students.	See attached
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached

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	Newark Valley District developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Newark Valley District developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Common Core English Regents Assessment and 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.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers' growth scores will be based on the percentage of students who meet their individual growth targets. Pre-assessments will be administered at the start of each course. Individual growth targets for each student will be determined by the district using the pre-assessment data. Teachers HEDI score of 0-20 will be determined using the attached HEDI chart. In the event that a student takes both the common core English Regents assessment and the comprehensive English regents exam, the higher of the two scores will be used for teacher evaluation. The district will administer both the Comprehensive and Common Core English Regents to students in the common core class. Teachers will use the higher of the two assessment scores. Rounding will not cause a teacher to move between HEDI scoring bands. General rounding rules will apply.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attachment
Effective (9 - 17 points) Results meet District goals for similar students.	See attachment
Developing (3 - 8 points) Results are below District goals for similar students.	See attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attachment

2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	All other courses	District, Regional or BOCES-developed	Newark Valley district developed grade and subject appropriate assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers' growth scores will be based on the percentage of students who meet their individual growth targets. Pre-assessments will be administered at the start of each course. Individual growth targets for each student will be determined by the district using the pre-assessment data. Teachers HEDI score of 0-20 will be determined using the attached HEDI chart. For courses that end in state assessments not scored on a 0-100 scale, the score will be converted to a 100 point measure using the following method: Each student's scaled score shall be converted to a 100 point score by dividing the student's scaled score by the maximum scaled score provided by NYSED. This number will then be multiplied by 100. Rounding will not cause a teacher to move between HEDI scoring bands. General rounding rules will apply.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached
Effective (9 - 17 points) Results meet District goals for similar students.	See attached
Developing (3 - 8 points) Results are below District goals for similar students.	See attached
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached

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/12186/727335-TXEtxx9bQW/1NEW Teacher Growth 10-30-2013_3.docx

2.12) Locally Developed Controls

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

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

In the event a teacher's class enrollment includes a percentage of students with disabilities that is equal or greater than the district average of students with disabilities, the teacher will be awarded with 2 additional points to their composite score. No more than 2 additional points will be awarded to a teacher's HEDI score.

This control has been set because the population of Special Education students generally underperform.

In order to mitigate problematic incentives, teachers will have no say in their own student rosters.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013
Updated Tuesday, March 18, 2014

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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	3) Teacher specific achievement or growth score computed locally	NYS Grade 4 ELA Assessment
5	3) Teacher specific achievement or growth score computed locally	NYS Grade 5 ELA Assessment
6	3) Teacher specific achievement or growth score computed locally	NYS Grade 6 ELA Assessment
7	3) Teacher specific achievement or growth score computed locally	NYS Grade 7 ELA Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS 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.	Locally-selected Measures of Achievement A template named the Local Measures of Student Achievement (hereafter "LMSA") will be used to determine the teacher's Locally-selected Measures of Student Achievement score. To record this measure, each teacher will develop a LMSA, working with the principals to ensure student achievement will be measured using a gap closing formula (see calculation below). The LMSA template (see sample below) shall consist of a pre-test administered at the beginning of the course and a post-test administered at the end of the course. All students on the roster at the time of the tests will be expected to take the pre-test and post-test. All possible efforts should be made to achieve this. Gap Closing Calculations: Pre-test/Goal Setting 1. After the pre-test is administered and scored, a course average using those on the course roster (enrolled) and who take the pre-test will be calculated. 2. Growth score goals will be calculated using a Seventeen Percent (17%) Gap Closing Formula. (100 – class average) x 17% = Gap Closing Goal 3. The Gap Closing Goal will be used in creating the LMSAs for each teacher. Post-test/ Determining Growth 1. After the post-test is administered and scored, a course average using those currently on the course roster (enrolled) and who take the examination will be determined. Once the course average on the post-test is determined, the average Gap Closing percentage for the course shall be determined as follows: % Gap Closed = (Final Average – Pre Test Average) / (100 - Pre-Test average) HEDI points will be assigned by the percentage gap closed. Multiple LMSAs If multiple measures are used for a teacher's LMSA score, a weighted average of the scores must be determined based on the number of students in each measure: 1. District/evaluator will assess the results of each LMSA separately, arriving at a HEDI rating and point value between 0-20 points.

	2. Each LMSA must then be weighted proportionately based on the number of students included in each LMSA. This will provide for one overall locally-selected student achievement teacher component score between 0-20 points (0-15 for value added measure). Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down. Overall Locally Selected Measures Sub componenets. (Round to the nearest whole number; ≥.5 rounds up and <.5 rounds down) = (# of students in course 1 x HEDI Score in course 1)/Total # of Students Served + (# of students in course 2 x HEDI Score in course 2)/Total # of Students Served+ (# of students in course 3 x HEDI Score in course 3)/Total # of Students Served For 3-8 ELA and Math assessments, student's performance level scores will be converted to a 100 point scale using the following method: Each student's state scaled score shall be converted to a 100 point score by dividing the student's scaled score by the maximum scaled score. Once calculated, this percentage will be multiplied by 100.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.3)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.3)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.3)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.3)

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	3) Teacher specific achievement or growth score computed locally	NYS Grade 4 Math Assessment
5	3) Teacher specific achievement or growth score computed locally	NYS Grade 5 Math Assessment
6	3) Teacher specific achievement or growth score computed locally	NYS Grade 6 Math Assessment
7	3) Teacher specific achievement or growth score computed locally	NYS Grade 7 Math Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS 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.	Locally-selected Measures of Achievement A template named the Local Measures of Student Achievement (hereafter "LMSA") will be used to determine the teacher's Locally-selected Measures of Student Achievement score. To record this measure, each teacher will develop a LMSA, working with the principals to ensure student achievement will be measured using a gap closing formula (see calculation below). The LMSA template (see sample below) shall consist of a pre-test administered at the beginning of the course and a post-test administered at the end of the course. All students on the roster at the time of the tests will be expected to take the pre-test and post-test. All possible efforts should be made to achieve this. Gap Closing Calculations: Pre-test/Goal Setting 1. After the pre-test is administered and scored, a course average using those on the course roster (enrolled) and who take the pre-test will be calculated. 2. Growth score goals will be calculated using a Seventeen Percent (17%) Gap Closing Formula. (100 – class average) x 17% = Gap Closing Goal 3. The Gap Closing Goal will be used in creating the LMSAs for each teacher. Post-test/ Determining Growth 1. After the post-test is administered and scored, a course average using those currently on the course roster (enrolled) and who take the examination will be determined. Once the course average on the post-test is determined, the average Gap Closing percentage for the course shall be determined as follows: % Gap Closed = (Final Average – Pre Test Average) / (100 - Pre-Test average) HEDI points will be assigned by the percentage gap closed. Multiple LMSAs If multiple measures are used for a teacher's LMSA score, a weighted average of the scores must be determined based on the number of students in each measure: 1. District/evaluator will assess the results of each LMSA separately, arriving at a HEDI rating and point value between 0-20 points. 2. Each LMSA must then be weighted proportionately based on the number of students included in each LMSA. This will provide for one overall locally-selected student achievement teacher component score between 0-20 points (0-15 for value added measure). Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down. Overall Locally Selected Measures Sub componenets. (Round to

	the nearest whole number; ≥.5 rounds up and <.5 rounds down) = (# of students in course 1 x HEDI Score in course 1)/Total # of Students Served + (# of students in course 2 x HEDI Score in course 2)/Total # of Students Served+ (# of students in course 3 x HEDI Score in course 3)/Total # of Students Served For 3-8 ELA and Math assessments, student's performance level scores will be converted to a 100 point scale using the following method: Each student's state scaled score shall be converted to a 100 point score by dividing the student's scaled score by the maximum scaled score. Once calculated, this percentage will be multiplied by 100.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.3)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.3)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.3)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.3)

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/12149/727336-rhJdBgDruP/NEW Teacher Local 10-30-2013.docx

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Newark Valley District Developed Kindergarten ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Newark Valley District Developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Newark Valley District Developed Grade 2 ELA Assessment
3	3) Teacher specific achievement or growth score computed locally	NYS 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.	Locally-selected Measures of Achievement A template named the Local Measures of Student Achievement (hereafter "LMSA") will be used to determine the teacher's Locally-selected Measures of Student Achievement score. to record this measure. Each teacher will develop a LMSA, working with the principals to ensure student achievement will be measured using a gap closing formula (see calculation below). The LMSA template (see sample below) shall consist of a pre-test administered at the beginning of the course and a post-test administered at the end of the course. All students on the roster at the time of the tests will be expected to take the pre-test and post-test. All possible efforts should be made to achieve this. Gap Closing Calculations: Pre-test/Goal Setting 1. After the pre-test is administered and scored, a course average using those on the course roster (enrolled) and who take the pre-test will be calculated. 2. Growth score goals will be calculated using a Seventeen Percent (17%) Gap Closing Formula. (100 – class average) x 17% = Gap Closing Goal 3. The Gap Closing Goal will be used in creating the LMSAs for each teacher. Post-test/ Determining Growth 1. After the post-test is administered and scored, a course average using those currently on the course roster (enrolled) and who take the examination will be determined. Once the course average on the post-test is determined, the average Gap Closing percentage for the course shall be determined as follows: % Gap Closed = (Final Average – Pre Test Average) / (100 - Pre-Test average) HEDI points will be awarded by the percentage gap closed. Multiple LMSAs If multiple measures are used for a teacher's LMSA score, a weighted average of the scores must be determined based on the number of students in each measure: 1. District/evaluator will assess the results of each LMSA separately, arriving at a HEDI rating and point value between 0-20 points. 2. Each LMSA must then be weighted proportionately based on the number of students included in each LMSA. This will

	provide for one overall locally-selected student achievement teacher component score between 0-20 points. Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down. Overall Locally Selected Measures Subcomponent (Round to the nearest whole number; ≥.5 rounds up and <.5 rounds down) = (# of students in course 1 x HEDI Score in course 1)/Total # of Students Served + (# of students in course 2 x HEDI Score in course 2)/Total # of Students Served+ (# of students in course 3 x HEDI Score in course 3)/Total # of Students Served For 3-8 ELA and Math assessments, student's performance level scores will be converted to a 100 point scale using the following method: Each student's state scaled score shall be converted to a 100 point score by dividing the student's scaled score by the maximum scaled score. Once calculated, the percentage will be multiplied by 100.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)

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	Newark Valley District Developed Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	Newark Valley District Developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	Newark Valley District Developed Grade 2 Math Assessment
3	3) Teacher specific achievement or growth score computed locally	NYS 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.	Locally-selected Measures of Achievement A template named the Local Measures of Student Achievement (hereafter "LMSA") will be used to determine the teacher's Locally-selected Measures of Student Achievement score. to record this measure. Each teacher will develop a LMSA, working with the principals to ensure student achievement will be measured using a gap closing formula (see calculation below). The LMSA template (see sample below) shall consist of a pre-test administered at the beginning of the course and a post-test administered at the end of the course. All students on the roster at the time of the tests will be expected to take the pre-test and post-test. All possible efforts should be made to achieve this. Gap Closing Calculations: Pre-test/Goal Setting 1. After the pre-test is administered and scored, a course average using those on the course roster (enrolled) and who take the pre-test will be calculated. 2. Growth score goals will be calculated using a Seventeen Percent (17%) Gap Closing Formula. (100 – class average) x 17% = Gap Closing Goal 3. The Gap Closing Goal will be used in creating the LMSAs for each teacher. Post-test/ Determining Growth 1. After the post-test is administered and scored, a course average using those currently on the course roster (enrolled) and who take the examination will be determined. Once the course average on the post-test is determined, the average Gap Closing percentage for the course shall be determined as follows: % Gap Closed = (Final Average – Pre Test Average) / (100 - Pre-Test average) HEDI points will be assigned by the percentage gap closed. Multiple LMSAs If multiple measures are used for a teacher's LMSA score, a weighted average of the scores must be determined based on the number of students in each measure: 1. District/evaluator will assess the results of each LMSA separately, arriving at a HEDI rating and point value between 0-20 points. 2. Each LMSA must then be weighted proportionately based on the number of students included in each LMSA. This will provide for one overall locally-selected student achievement teacher component score between 0-20 points (0-15 for value added state growth). Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.

	Local Measures Subcomponent Score (Round to the nearest whole number; ≥.5 rounds up and <.5 rounds down) = (# of students in course 1 x HEDI Score in course 1)/Total # of Students Served + (# of students in course 2 x HEDI Score in course 2)/Total # of Students Served+ (# of students in course 3 x HEDI Score in course 3)/Total # of Students Served For 3-8 ELA and Math assessments, student's performance level scores will be converted to a 100 point scale using the following method: Each student's state scaled score shall be converted to a 100 point score by dividing the student's scaled score by the maximum scaled score. Once calculated, the percentage will be multiplied by 100.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)

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	Newark Valley District Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Newark Valley District Developed Grade 7 Science Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS 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.	Locally-selected Measures of Achievement A template named the Local Measures of Student Achievement (hereafter “LMSA”) will be used to determine the teacher’s Locally-selected Measures of Student Achievement score. to record this measure. Each teacher will develop a LMSA, working with the principals to ensure student achievement will

be measured using a gap closing formula (see calculation below).

The LMSA template (see sample below) shall consist of a pre-test administered at the beginning of the course and a post-test administered at the end of the course. All students on the roster at the time of the tests will be expected to take the pre-test and post-test. All possible efforts should be made to achieve this.

Gap Closing Calculations:

Pre-test/Goal Setting
1. After the pre-test is administered and scored, a course average using those on the course roster (enrolled) and who take the pre-test will be calculated.
2. Growth score goals will be calculated using a Seventeen Percent (17%) Gap Closing Formula.
(100 – class average) x 17% = Gap Closing Goal

3. The Gap Closing Goal will be used in creating the LMSAs for each teacher.

Post-test/ Determining Growth
1. After the post-test is administered and scored, a course average using those currently on the course roster (enrolled) and who take the examination will be determined. Once the course average on the post-test is determined, the average Gap Closing percentage for the course shall be determined as follows:
% Gap Closed = (Final Average – Pre Test Average) / (100 - Pre-Test average)
HEDI points will be assigned by the percentage gap closed.

Multiple LMSAs
If multiple measures are used for a teacher's LMSA score, a weighted average of the scores must be determined based on the number of students in each measure:

1. District/evaluator will assess the results of each LMSA separately, arriving at a HEDI rating and point value between 0-20 points.
2. Each LMSA must then be weighted proportionately based on the number of students included in each LMSA. This will provide for one overall locally-selected student achievement teacher component score between 0-20 points (0-15 for value added state growth). Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.
Local Measures Subcomponent Score (Round to the nearest whole number; ≥.5 rounds up and <.5 rounds down) =
(# of students in course 1 x HEDI Score in course 1)/Total # of Students Served +
(# of students in course 2 x HEDI Score in course 2)/Total # of Students Served+
(# of students in course 3 x HEDI Score in course 3)/Total # of Students Served

For 3-8 ELA and Math and 8th grade Science assessments, student's performance level scores will be converted to a 100

	point scale using the following method: Each student's state scaled score shall be converted to a 100 point score by dividing the student's scaled score by the maximum scaled score. Once calculated, the percentage will be multiplied by 100.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)

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	Newark Valley District Developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Newark Valley District Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Newark Valley District Developed Grade 8 Social Studies Assessment

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

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

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.	Locally-selected Measures of Achievement A template named the Local Measures of Student Achievement (hereafter “LMSA”) will be used to determine the teacher’s Locally-selected Measures of Student Achievement score. to record this measure. Each teacher will develop a LMSA, working with the principals to ensure student achievement will be measured using a gap closing formula (see calculation below). The LMSA template (see sample below) shall consist of a pre-test administered at the beginning of the course and a post-test administered at the end of the course. All students on

	the roster at the time of the tests will be expected to take the pre-test and post-test. All possible efforts should be made to achieve this. Gap Closing Calculations: Pre-test/Goal Setting 1. After the pre-test is administered and scored, a course average using those on the course roster (enrolled) and who take the pre-test will be calculated. 2. Growth score goals will be calculated using a Seventeen Percent (17%) Gap Closing Formula. (100 – class average) x 17% = Gap Closing Goal 3. The Gap Closing Goal will be used in creating the LMSAs for each teacher. Post-test/ Determining Growth 1. After the post-test is administered and scored, a course average using those currently on the course roster (enrolled) and who take the examination will be determined. Once the course average on the post-test is determined, the average Gap Closing percentage for the course shall be determined as follows: % Gap Closed = (Final Average – Pre Test Average) / (100 - Pre-Test average) HEDI points will be assigned by the percentage gap closed. Multiple LMSAs If multiple measures are used for a teacher's LMSA score, a weighted average of the scores must be determined based on the number of students in each measure: 1. District/evaluator will assess the results of each LMSA separately, arriving at a HEDI rating and point value between 0-20 points. 2. Each LMSA must then be weighted proportionately based on the number of students included in each LMSA. This will provide for one overall locally-selected student achievement teacher component score between 0-20 points (0-15 for value added state growth). Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down. Local Measures Subcomponent Score (Round to the nearest whole number; ≥.5 rounds up and <.5 rounds down) = (# of students in course 1 x HEDI Score in course 1)/Total # of Students Served + (# of students in course 2 x HEDI Score in course 2)/Total # of Students Served+ (# of students in course 3 x HEDI Score in course 3)/Total # of Students Served For 3-8 ELA and Math assessments, student's performance level scores will be converted to a 100 point scale using the following method: Each student's state scaled score shall be converted to a 100 point score by dividing the student's scaled score by the maximum scaled score. Once calculated, the percentage will be multiplied by 100.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	See attached (task 3.13)

achievement for grade/subject.	
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)

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	Newark Valley District Developed Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	NYS American History Regents 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.	Locally-selected Measures of Achievement A template named the Local Measures of Student Achievement (hereafter “LMSA”) will be used to determine the teacher’s Locally-selected Measures of Student Achievement score. to record this measure. Each teacher will develop a LMSA, working with the principals to ensure student achievement will be measured using a gap closing formula (see calculation below). The LMSA template (see sample below) shall consist of a pre-test administered at the beginning of the course and a post-test administered at the end of the course. All students on the roster at the time of the tests will be expected to take the pre-test and post-test. All possible efforts should be made to achieve this.

	Gap Closing Calculations: Pre-test/Goal Setting 1. After the pre-test is administered and scored, a course average using those on the course roster (enrolled) and who take the pre-test will be calculated. 2. Growth score goals will be calculated using a Seventeen Percent (17%) Gap Closing Formula. (100 – class average) x 17% = Gap Closing Goal 3. The Gap Closing Goal will be used in creating the LMSAs for each teacher. Post-test/ Determining Growth 1. After the post-test is administered and scored, a course average using those currently on the course roster (enrolled) and who take the examination will be determined. Once the course average on the post-test is determined, the average Gap Closing percentage for the course shall be determined as follows: % Gap Closed = (Final Average – Pre Test Average) / (100 - Pre-Test average) HEDI points will be assigned by the percentage gap closed. Multiple LMSAs If multiple measures are used for a teacher's LMSA score, a weighted average of the scores must be determined based on the number of students in each measure: 1. District/evaluator will assess the results of each LMSA separately, arriving at a HEDI rating and point value between 0-20 points. 2. Each LMSA must then be weighted proportionately based on the number of students included in each LMSA. This will provide for one overall locally selected student achievement teacher component score between 0-20 points (0-15 for value added state growth). Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down. Local Measures Subcomponent Score (Round to the nearest whole number; ≥.5 rounds up and <.5 rounds down) = (# of students in course 1 x HEDI Score in course 1)/Total # of Students Served + (# of students in course 2 x HEDI Score in course 2)/Total # of Students Served+ (# of students in course 3 x HEDI Score in course 3)/Total # of Students Served For 3-8 ELA and Math assessments, student's performance level scores will be converted to a 100 point scale using the following method: Each student's state scaled score shall be converted to a 100 point score by dividing the student's scaled score by the maximum scaled score. Once calculated, the percentage will be multiplied by 100.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)

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	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents Exam
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents Exam
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents Exam
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents Exam

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.	Locally-selected Measures of Achievement A template named the Local Measures of Student Achievement (hereafter “LMSA”) will be used to determine the teacher’s Locally-selected Measures of Student Achievement score. to record this measure. Each teacher will develop a LMSA, working with the principals to ensure student achievement will be measured using a gap closing formula (see calculation below). The LMSA template (see sample below) shall consist of a pre-test administered at the beginning of the course and a post-test administered at the end of the course. All students on the roster at the time of the tests will be expected to take the pre-test and post-test. All possible efforts should be made to achieve this.

	Gap Closing Calculations: Pre-test/Goal Setting 1. After the pre-test is administered and scored, a course average using those on the course roster (enrolled) and who take the pre-test will be calculated. 2. Growth score goals will be calculated using a Seventeen Percent (17%) Gap Closing Formula. (100 – class average) x 17% = Gap Closing Goal 3. The Gap Closing Goal will be used in creating the LMSAs for each teacher. Post-test/ Determining Growth 1. After the post-test is administered and scored, a course average using those currently on the course roster (enrolled) and who take the examination will be determined. Once the course average on the post-test is determined, the average Gap Closing percentage for the course shall be determined as follows: % Gap Closed = (Final Average – Pre Test Average) / (100 - Pre-Test average) HEDI points will be assigned by the percentage gap closed. Multiple LMSAs If multiple measures are used for a teacher's LMSA score, a weighted average of the scores must be determined based on the number of students in each measure: 1. District/evaluator will assess the results of each LMSA separately, arriving at a HEDI rating and point value between 0-20 points. 2. Each LMSA must then be weighted proportionately based on the number of students included in each LMSA. This will provide for one overall locally-selected student achievement teacher component score between 0-20 points (0-15 for value added state growth). Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down. Local Measures Subcomponent Score (Round to the nearest whole number; ≥.5 rounds up and <.5 rounds down) = (# of students in course 1 x HEDI Score in course 1)/Total # of Students Served + (# of students in course 2 x HEDI Score in course 2)/Total # of Students Served+ (# of students in course 3 x HEDI Score in course 3)/Total # of Students Served For 3-8 ELA and Math assessments, student's performance level scores will be converted to a 100 point scale using the following method: Each student's state scaled score shall be converted to a 100 point score by dividing the student's scaled score by the maximum scaled score. Once calculated, the percentage will be multiplied by 100.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)

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	3) Teacher specific achievement or growth score computed locally	NYS Integrated Algebra Regents Exam/Common Core Algebra Regents Exam
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents Exam
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2 Regents Exam

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.	Locally-selected Measures of Achievement A template named the Local Measures of Student Achievement (hereafter “LMSA”) will be used to determine the teacher’s Locally-selected Measures of Student Achievement score. to record this measure. Each teacher will develop a LMSA, working with the principals to ensure student achievement will be measured using a gap closing formula (see calculation below). The LMSA template (see sample below) shall consist of a pre-test administered at the beginning of the course and a

post-test administered at the end of the course. All students on the roster at the time of the tests will be expected to take the pre-test and post-test. All possible efforts should be made to achieve this.

Gap Closing Calculations:

Pre-test/Goal Setting
1. After the pre-test is administered and scored, a course average using those on the course roster (enrolled) and who take the pre-test will be calculated.
2. Growth score goals will be calculated using a Seventeen Percent (17%) Gap Closing Formula.
(100 – class average) x 17% = Gap Closing Goal

3. The Gap Closing Goal will be used in creating the LMSAs for each teacher.

Post-test/ Determining Growth
1. After the post-test is administered and scored, a course average using those currently on the course roster (enrolled) and who take the examination will be determined. Once the course average on the post-test is determined, the average Gap Closing percentage for the course shall be determined as follows:
% Gap Closed = (Final Average – Pre Test Average) / (100 - Pre-Test average)
HEDI points will be assigned by the percentage gap closed.

Multiple LMSAs
If multiple measures are used for a teacher's LMSA score, a weighted average of the scores must be determined based on the number of students in each measure:

1. District/evaluator will assess the results of each LMSA separately, arriving at a HEDI rating and point value between 0-20 points.
2. Each LMSA must then be weighted proportionately based on the number of students included in each LMSA. This will provide for one overall locally-selected student achievement teacher component score between 0-20 points (0-15 for value added state growth). Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.
Local Measures Subcomponent Score (Round to the nearest whole number; ≥.5 rounds up and <.5 rounds down) =
(# of students in course 1 x HEDI Score in course 1)/Total # of Students Served +
(# of students in course 2 x HEDI Score in course 2)/Total # of Students Served+
(# of students in course 3 x HEDI Score in course 3)/Total # of Students Served

For 3-8 ELA and Math assessments, student's performance level scores will be converted to a 100 point scale using the following method: Each student's state scaled score shall be converted to a 100 point score by dividing the student's scaled score by the maximum scaled score. Once calculated, the percentage will be multiplied by 100.
Both the Integrated and Common Core Algebra Regents will be

	administered to students in the common core course. Teachers will use the higher of the two assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)

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	Newark Valley District Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Newark Valley District Developed Grade 10 ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Common Core English Regents Assessment and NYS Comprehensive English Regents 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.	Locally-selected Measures of Achievement A template named the Local Measures of Student Achievement (hereafter “LMSA”) will be used to determine the teacher’s Locally-selected Measures of Student Achievement score. to record this measure. Each teacher will develop a LMSA,

working with the principals to ensure student achievement will be measured using a gap closing formula (see calculation below).

The LMSA template (see sample below) shall consist of a pre-test administered at the beginning of the course and a post-test administered at the end of the course. All students on the roster at the time of the tests will be expected to take the pre-test and post-test. All possible efforts should be made to achieve this.

Gap Closing Calculations:

Pre-test/Goal Setting
1. After the pre-test is administered and scored, a course average using those on the course roster (enrolled) and who take the pre-test will be calculated.
2. Growth score goals will be calculated using a Seventeen Percent (17%) Gap Closing Formula.
(100 – class average) x 17% = Gap Closing Goal

3. The Gap Closing Goal will be used in creating the LMSAs for each teacher.

Post-test/ Determining Growth
1. After the post-test is administered and scored, a course average using those currently on the course roster (enrolled) and who take the examination will be determined. Once the course average on the post-test is determined, the average Gap Closing percentage for the course shall be determined as follows:
% Gap Closed = (Final Average – Pre Test Average) / (100 - Pre-Test average)
HEDI points will be assigned by the percentage gap closed.

Multiple LMSAs
If multiple measures are used for a teacher's LMSA score, a weighted average of the scores must be determined based on the number of students in each measure:

1. District/evaluator will assess the results of each LMSA separately, arriving at a HEDI rating and point value between 0-20 points.
2. Each LMSA must then be weighted proportionately based on the number of students included in each LMSA. This will provide for one overall locally-selected student achievement teacher component score between 0-20 points (0-15 for value added state growth). Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.
Local Measures Subcomponent Score (Round to the nearest whole number; ≥.5 rounds up and <.5 rounds down) =
(# of students in course 1 x HEDI Score in course 1)/Total # of Students Served +
(# of students in course 2 x HEDI Score in course 2)/Total # of Students Served+
(# of students in course 3 x HEDI Score in course 3)/Total # of Students Served

For 3-8 ELA and Math assessments, student's performance level

	scores will be converted to a 100 point scale using the following method: Each student's state scaled score shall be converted to a 100 point score by dividing the student's scaled score by the maximum scaled score. Once calculated, the percentage will be multiplied by 100. Both the Comprehensive and Common Core English Regents will be administered to students in the common core course. Teachers will use the higher of the two assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached (task 3.13)

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other courses not listed above	5) District/regional/BOCES–developed	Newark Valley District developed assessments for the appropriate grade and content area

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Locally-selected Measures of Achievement A template named the Local Measures of Student Achievement (hereafter “LMSA”) will be used to determine the teacher’s Locally-selected Measures of Student Achievement score. to record this measure. Each teacher will develop a LMSA, working with the principals to ensure student achievement will be measured using a gap closing formula (see calculation below). The LMSA template (see sample below) shall consist of a pre-test administered at the beginning of the course and a post-test administered at the end of the course. All students on the roster at the time of the tests will be expected to take the

pre-test and post-test. All possible efforts should be made to achieve this.

Gap Closing Calculations:

Pre-test/Goal Setting
1. After the pre-test is administered and scored, a course average using those on the course roster (enrolled) and who take the pre-test will be calculated.
2. Growth score goals will be calculated using a Seventeen Percent (17%) Gap Closing Formula.
(100 – class average) x 17% = Gap Closing Goal

3. The Gap Closing Goal will be used in creating the LMSAs for each teacher.

Post-test/ Determining Growth
1. After the post-test is administered and scored, a course average using those currently on the course roster (enrolled) and who take the examination will be determined. Once the course average on the post-test is determined, the average Gap Closing percentage for the course shall be determined as follows:
% Gap Closed = (Final Average – Pre Test Average) / (100 - Pre-Test average)
HEDI points will be assigned by the percentage gap closed.

Multiple LMSAs
If multiple measures are used for a teacher's LMSA score, a weighted average of the scores must be determined based on the number of students in each measure:

1. District/evaluator will assess the results of each LMSA separately, arriving at a HEDI rating and point value between 0-20 points.
2. Each LMSA must then be weighted proportionately based on the number of students included in each LMSA. This will provide for one overall locally-selected student achievement teacher component score between 0-20 points (0-15 for value added state growth). Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.
Local Measures Subcomponent Score (Round to the nearest whole number; ≥.5 rounds up and <.5 rounds down) =
(# of students in course 1 x HEDI Score in course 1)/Total # of Students Served +
(# of students in course 2 x HEDI Score in course 2)/Total # of Students Served+
(# of students in course 3 x HEDI Score in course 3)/Total # of Students Served

For 3-8 ELA and Math assessments, student's performance level scores will be converted to a 100 point scale using the following method: Each student's state scaled score shall be converted to a 100 point score by dividing the student's scaled score by the maximum scaled score. Once calculated, the percentage will be multiplied by 100.

The district will administer both the Integrated Algebra Regents and the Common Core Algebra Regents and the Comprehensive

	English Regents and the Common Core English Regents. Teachers will use the higher of the two assessment scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See attachment (task 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment (task 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment (task 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment (task 3.13)

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/12149/727336-y92vNseFa4/NEW Teacher Local 10-30-2013(3.13).docx

3.14) Locally Developed Controls

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

Not applicable

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.

Multiple LMSAs
If multiple courses are used for a teacher's LMSA score, a weighted average of the scores must be determined:

1. District/evaluator will assess the results of each LMSA separately, arriving at a HEDI rating and point value between 0-20 points.
2. Each LMSA must then be weighted proportionately based on the number of students included in all LMSAs. This will provide for one overall locally-selected student achievement teacher component score between 0-20 points (0-15 for value added state growth).
Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.
Overall Growth Component (Round to the nearest whole number; ≥.5 rounds up and <.5 rounds down) =
(# of students in course 1 x HEDI Score in course 1)/Total # of Students Served +
(# of students in course 2 x HEDI Score in course 2)/Total # of Students Served+
(# of students in course 3 x HEDI Score in course 3)/Total # of Students Served

Rounding will not permit a teacher to move between HEDI rating categories.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Monday, March 03, 2014

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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 (2012 Edition)

(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?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	
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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Evaluators will collect evidence across multiple observations and analyze it against the rubric. During each observation the observed rubric indicators will be scored 1-4 (1=I, 2=D, 3=E, 4=H). Where an indicator is scored 2 or more times during multiple observations, the indicator scores will be averaged. An element score shall be determined by adding up the indicator scores and dividing among the indicators observed in each element. Each Standard score shall be determined by adding up the element scores and dividing by the number of elements evaluated. Each Standard will be weighted equally. The seven standards will be averaged to generate a 1-4 HEDI

score. This averaged HEDI score will then be converted to a 60 point score using the chart (attached). This converted score will be the teacher's score for the "other measures" portion of the APPR.

The 1-4 total average rubric scores in the uploaded conversion chart represent the minimum values necessary to earn the corresponding HEDI point value.

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

assets/survey-uploads/5091/138635-eka9yMJ855/APPENDIX B.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers who receive an overall score of 3.5-4 will receive 59-60 points. (See attachment)
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers who receive an overall score of 2.5-3.4 will receive 57-58 points. (See attachment)
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers who recieve an overall score of 1.5-2.4 will receive 50-56 points. (See attachment)
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers who recieve an overall score of 1-1.4 will receive 0-49 points. (See attachment)

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0

Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Monday, December 16, 2013

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Friday, March 14, 2014

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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/5265/138723-Df0w3Xx5v6/TIP2.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:

To the extent that a teacher wishes to appeal an evaluation, the following appeals procedure is established.

I. Appeals will be limited to the following situations:
a. A teacher completing a probationary appointment may appeal only an ineffective APPR composite rating;
b. Any other teacher may appeal an ineffective or the second consecutive developing APPR composite rating;
c. The teacher improvement plan may be appealed as part of the appeal from a composite score of developing or ineffective for tenured teachers, or a composite score of ineffective for probationary teachers.

II. The scope of any appeal will be limited to the following subjects:
a. The substance of the individual's annual professional performance review;
b. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
c. The adherence to the Commissioner's regulations, as applicable to such reviews;
d. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans, as limited by Section I, above; or,
e. The District's issuance and/or implementation of the terms of the teacher improvement plan.

III. A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

IV. In an appeal, the teacher has the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

V. The following timelines will be strictly adhered to unless extended by mutual agreement. Failure of the petitioner to meet a timeline will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level. Any time-frames extended by mutual agreement will not fail to be timely and expeditious in accordance with Education Law section 3012-C

Level 1 - Evaluator
(Informal) Following a qualifying event, as defined in Sections I and II, above, the teacher shall be encouraged and shall be entitled to schedule a follow up meeting within 5 school days of the teacher's receipt of their composite APPR rating and score to informally discuss with the evaluator any and all related issues.

Level 2 – Evaluator
(Formal) Should the teacher not be satisfied with the results of the informal level 1 the appeal must be submitted to the evaluator in writing no later than five (5) school days of the date when the teacher informally discussed the evaluation appeal with the evaluator. If a teacher is challenging the issuance or implementation of a teacher improvement plan, the appeal must be submitted in writing within ten (10) school days of issuance, or of an alleged implementation breach of such plan as applicable.

When filing an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.

Within five (5) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/ information not submitted
or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the Teachers' Association President, shall receive copies of the response and any and all additional information submitted with the response.

Level 3 – Superintendent

Within five (5) school days of receipt of the Level 2 response, if a teacher is not satisfied with such response the teacher must submit the appeal to the Superintendent of Schools, or the Superintendent's designee. (If the Superintendent was the evaluator at Level 1, this Level 3 appeal must go to the Superintendent's designee.) The Superintendent or designee will be provided all documentation submitted in both the appeal and the evaluator's response.
Within five (5) school days of receipt of the teacher's appeal, the Superintendent or designee will conduct a hearing at which the teacher (and representative at the option of the teacher) and the evaluator (and representative at the option of the evaluator) will be allowed to present oral arguments in support of the appeal and the response, respectively.
Within five (5) school days of the Superintendent hearing, the Superintendent or designee will issue a written determination to the

teacher, the Teachers' Association President, and the evaluator.

Level 4 – Panel

Within five (5) school days of receipt of the Level 3 determination, if a teacher is not satisfied with such determination and if the Teachers' Association deems the appeal meritorious, the Association must submit the appeal to a bipartisan panel* comprised of three (3) BOE representatives, one chosen by the Superintendent, one chosen by the evaluators association and one chosen by the Association President. The panel shall be selected at the beginning of each school year.
Within five (5) school days of receipt of the Association's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written recommendation for resolution to the Teachers' Association President and the Superintendent of Schools or designee. The recommendation may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation. The appeals panels recommendation will be the final and binding determination in regards to the teacher's appeal.

VI. The entire appeals record will be part of the teacher's APPR.

VII. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals within the scope of Sections I and II, above. A teacher may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.

VIII. Nothing in this appeals procedure shall be construed to alter or diminish the authority of the District to grant or deny tenure or to termination probationary teachers during the pendency of an appeal for constitutionally and statutorily permissible reasons other than the teacher's performance that is the subject of the appeal.

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.

EVALUATOR TRAINING
6.1 The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include at least 18 hours of initial training on the following:
(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;
(4) Application and use of the teacher rubric, including training on the effective application of such rubrics to observe a teacher's practice;
(5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers, 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 locally selected measures of student achievement used by the district evaluate its teachers;
(7) Use of the Statewide Instructional Reporting System;
(8) The scoring methodology 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 overall rating and their subcomponent ratings; and
(9) Specific considerations in evaluating teachers of English language learners and students with disabilities.
The Superintendent will ensure that lead evaluators participate in at least 6 hours of annual training and are re-certified on an annual basis. The BOCES
Network Team will be utilized to provide the training and re-certification on an ongoing basis. Any individual who fails to achieve required training or
certification or re-certification, as applicable, shall not conduct or complete evaluations.
All Newark Valley administrators have been participating in ongoing inter-rater reliability training as provided by the BT BOCES network team
and schedules are already in place for continued training throughout the coming year.

The nature of the training for non-lead evaluators is the same as the training for lead evaluators.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013
Updated Monday, March 03, 2014

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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):

Newark Valley Middle (4-7)
Newark Valley High School (8-12)

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

Please check the boxes below:

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

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
If additional SLOs are necessary, principals must begin with the grade(s)/courses(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-3	State assessment	NYS Grade 3 Math and ELA Assessments
	K-3	District, regional, or BOCES-developed	Broome-Tioga BOCES Regionally Developed Grade 2 Math and ELA Assessments

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.	All students will take a pre-assessment at the start of the school year. This assessment will be used to inform instructional decisions. The principal will receive a score from 0-20 based on the overall percentage of students who obtained the minimum growth goal of proficiency--or higher (3 or 4 OR 65 or above) on the post assessments given at the end of the year. In the event the overall proficiency rate results in a decimal point, standard rounding rules will apply (.50 rounds up). See below for scoring bands. A minimum rigor expectation for growth will be set so that students will score at least a Level 3 (or 65 as applicable) on the post assessment.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	A principal whose students receive an overall proficiency rate of 87-100% will receive a score of 18-20 points 18 = 87-89% of students at or above proficiency 19 = 90-94% of students at or above proficiency

	20 = 95-100% of students at or above proficiency
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A principal whose students receive an overall proficiency rate of 69-86% will receive 9-17 points. A Principal who meet the target of 77% proficiency will recieve 13 points. 9 = 69-70% of students at or above proficiency 10 =71-72% of students at or above proficiency 11 = 73-74% of students at or above proficiency 12 = 75-76% of students at or above proficiency 13 = 77-78% of students at or above proficiency 14 = 79-80% of students at or above proficiency 15 = 81-82% of students at or above proficiency 16 = 83-84% of students at or above proficiency 17 = 85-86% of students at or above proficiency
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A principal whose students receive an overall proficiency rate of 50-68% will receive a score of 3-8 points. 3 = 50-52% of students at or above proficiency 4 = 53-55% of students at or above proficiency 5 = 56-58% of students at or above proficiency 6 = 59-62% of students at or above proficiency 7 = 63-65% of students at or above proficiency 8 = 66-68% of students at or above proficiency
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	A principal whose students receive an overall proficiency rate of 0-49% will receive a score of 0-2 points. 0= 0-24% 1= 25-40% of students at or above proficiency 2= 41-49% of students at or above proficiency

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

No controls will be applied

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 Friday, March 14, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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 growoth 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
4-7	(c) results for SWD's and ELL's	NYS ELA and Math Assessments 4-7
8-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	Five year high school graduation rate

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The 4-7 Principal will be awarded HEDI points based in the percentage of SWD students who increase one or more level from the prior year on 4-7 state ELA and Math assessments. 8-12 Principal: The 8-12 Principal will be awarded HEDI points bases on the percentage of students in the current years cohort who graduate within 5 years. Hedi points will be awarded using the 20 point chart in the absence of a value added measure and a 15 point chart after a value added measure is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachments
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachments

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachments
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachments

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/12190/727341-qBFVOWF7fC/15and20point Principal Conversion Rubric_1.docx

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

(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-3	(d) measures used by district for teacher evaluation	NVCSD developed Grades 1 and 2 ELA and Math assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Principal will be measured based on the average percent proficient (proficient = 65 or higher) in grades 1 and 2 ELA and Math post tests.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 - 95-100% of students proficient 19 - 90-94% of students proficient 18 - 85-89% of students proficient
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 - 83-84% of students proficient 16 - 80-82% of students proficient 15 - 74-79% of students proficient 14 - 70-73% of students proficient 13 - 65-69% of students proficient 12 - 63-64% of students proficient 11 - 59-62% of students proficient 10 - 55-58% of students proficient 9 - 50-54% of students proficient
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 - 49% of students proficient 7- 45-48% of students proficient 6 - 42-44% of students proficient 5 - 40-41% of students proficient 4 - 38-39% of students proficient 3 - 35-37% of students proficient
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 - 25 - 34% of students proficient 1 - 10-24% of students proficient 0 - 0-9% of students proficient

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

Not applicable

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.

Not applicable

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, March 03, 2014

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9.1) Principal Practice Rubric

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

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
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.

Evaluators will collect evidence across multiple visits throughout the school year and analyze it against the rubric. Each subcomponent will be scored holistically at the end of the year based on the evidence collected during the multiple visits. Principals will receive a domain score for each of the six domains. This score will be derived from averaging the scores of the ten subcomponents in each domain. The domain scores will be averaged, resulting in a total rubric score. This number will then be applied to the uploaded conversion chart, which will yield a HEDI rating. The score that will be awarded for each rubric subcomponent as per its HEDI rating is as follows: H=4, E=3, D=2, I=1

1-4 Average Rubric scores in the uploaded conversion chart are the minimum values necessary to earn each corresponding HEDI point 0-60.

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

assets/survey-uploads/5143/138674-pMADJ4gk6R/APPENDIX B.docx

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

Highly Effective: Overall performance and results exceed standards.	Principals must obtain an average rubric score of 3.5 to 4.

Effective: Overall performance and results meet standards.	Principals must obtain an average rubric score of 2.5-3.4
Developing: Overall performance and results need improvement in order to meet standards.	Principals must obtain an average rubric score of 1.5-2.4
Ineffective: Overall performance and results do not meet standards.	Principals must obtain a score up to 1.4

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	10
By trained administrator	0
By trained independent evaluator	0
Enter Total	10

Tenured Principals

By supervisor	10
By trained administrator	0
By trained independent evaluator	0
Enter Total	10

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Monday, December 16, 2013

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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 growth or achievement for grade/subject.

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Monday, March 03, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/146877-Df0w3Xx5v6/PIP1.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:

In the event of an appeal by the principal, the principal shall submit to the Superintendent of schools written reason for appeal (appeals of the composite score and issuance of the PIP) no later than ten days from receipt of composite score. To appeal the implementation of the terms of the PIP, the principal shall submit an appeal no later than ten days from each alleged failure to implement a term of the PIP. Appeals can only be made if a principal is rated ineffective. An appeal may also be made if a principal is rated developing for two consecutive years. The principal may appeal on all grounds enumerated in Education Law Section 3012-c. A final decision on appeal shall be rendered by the superintendent no later than ten days after receipt of appeal.

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.

EVALUATOR TRAINING
6.1 The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training in accordance with SED procedures and processes. Lead evaluator training will include training on:
(1) The ISSLC 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;
(4) Application and use of the principal rubric, including training on the effective application of such rubrics to observe a principal's practice;
(5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its 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 locally selected measures of student achievement used by the district evaluate its principals;
(7) Use of the Statewide Instructional Reporting System;
(8) The scoring methodology 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 principal's overall rating and their subcomponent ratings; and
(9) Specific considerations in evaluating principals of English language learners and students with disabilities.
The Superintendent will ensure that lead evaluators participate in at least 6 hours of annual training and are the re-certification training on an annual basis. The BOCES
Network Team will be utilized to provide the on an ongoing basis. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.
All Newark Valley administrators have been participating in ongoing inter-rater reliability training as provided by the BT BOCES network team
and schedules are already in place for continued training throughout the coming year.

The nature of the training for non-lead evaluators is the same as the training for lead evaluators.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.6) Assurances -- Principals | Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Wednesday, March 26, 2014

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/12158/727345-3Uqgn5g9Iu/APPR cert form March NEW.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.

Student Learning Objective HEDI Chart

INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0 -5%	6- 11%	12-17%	18 -23%	24- 29%	30-35%	36-40%	41-46%	47-52%	53-58%	59-64%	65-70%	71-76%	77-79%	80-83%	84-86%	87-89%	90-92%	93-96%	97-99%	100%

The local measure of student achievement (hereinafter "LMSA") shall be determined using a gap closing formula between the student pre-test class average and he students post-test class average. To determine the teacher's Percentage Gap Closed, the following formula shall be used:

(Post Test Avg. – Pre Test Avg)/(100 – Pre Test Avg). Only students taking both pre and post tests will be considered in the pre and post-test class averages.

On 3rd – 8th ELA and Math State Tests, students receive a performance level score (1 to 4) and a Scaled Score. The range of the scaled scores are different from grade to grade. Each student's scaled score shall be converted to 100 point score by dividing the Student Scaled Score by the Maximum Raw Score.

The teacher's Percentage Gap Closing score shall be converted to a HEDI 20 point (15 point when using a value added state growth score) APPR LMSA score using the tables below:

20-point HEDI LMSA Template:

INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0 -1%	2-3%	4-5%	6-7%	8 %	9-10%	11-12%	13-14%	15-16%	17-19%	20-22%	23-25%	26-28%	29-31%	32-34%	35-37%	38-40%	41-43%	44-46%	47-49%	50% +

15-point HEDI LMSA Template:

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0 -1%	2-3%	4-5%	6-8%	9-10%	11-12%	13-14%	15-16%	17-21%	22-25%	26-30%	31-35%	36-40%	41-44%	45-49%	50% +

The local measure of student achievement (hereinafter "LMSA") shall be determined using a gap closing formula between the student pre-test class average and he students post-test class average. To determine the teacher's Percentage Gap Closed, the following formula shall be used:

(Post Test Avg. – Pre Test Avg)/(100 – Pre Test Avg). Only students taking both pre and post tests will be considered in the pre and post-test class averages.

On 3rd – 8th ELA and Math State Tests, students receive a performance level score (1 to 4) and a Scaled Score. The range of the scaled scores are different from grade to grade. Each student's scaled score shall be converted to 100 point score by dividing the Student Scaled Score by the Maximum Raw Score.

The teacher's Percentage Gap Closing score shall be converted to a HEDI 20 APPR LMSA score using the tables below:

20-point HEDI LMSA Template:

INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0 -1%	2-3%	4-5%	6-7%	8 %	9-10%	11-12%	13-14%	15-16%	17-19%	20-22%	23-25%	26-28%	29-31%	32-34%	35-37%	38-40%	41-43%	44-46%	47-49%	50% +

Total Average Rubric Score	Category	Conversion Score for Composite
	Ineffective 0-49	
1.00		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36

1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
	Developing 50-56	
1.5		50
1.6		51
1.7		52
1.8		52
1.9		53
2.0		53
2.1		53
2.2		54
2.3		55
2.4		56
	Effective 57-58	
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3.0		58
3.1		58
3.2		58
3.3		58
3.4		58
	Highly Effective 59-60	
3.5		59
3.6		59
3.7		59
3.8		60
3.9		60
4		60

NVCSD

Teacher Improvement Plan

Process:

Supervisors have the responsibility to evaluate the performance of professional staff. If the performance is ineffective or developing as measured by the formal evaluation process, the supervisor will recommend the employee for an assistance plan or may pursue termination through due process following New York State laws and regulations.

He/she may be identified by their supervisor based on the formal evaluation process and performance on the Annual Professional Performance Review.

The Supervisor will have a conference with the employee to establish entry into the Teacher Improvement Plan. Teachers may request that their Union representative be present at this conference.

The individual written improvement plan will be prepared by the immediate supervisor and discussed with the teacher.

The TIP will include:

- Identification of the specific behaviors, techniques, criteria or standards in need of improvement.
- An outline of a program, including resources and support, designed to achieve acceptable performance, and listing specific performance directives.
- A timetable for the required improvement in performance.
- A schedule for status reports to discuss progress toward improvement.
- Methodology for evaluating employee improvement.

NVCS- TIP

Employee/Building:_____ Date:_____

Teacher Improvement Plans are developed and implemented to assist the teacher in meeting the performance expectations of the Newark Valley Central School District. The teacher and supervisor will work together to improve employee performance to better serve the students of the Newark Valley Central Schools.

A) Area for improvement

- Knowledge of Student and Student Learning

  _____
  _____
  _____
  _____

- Knowledge of Content and Instructional Planning

  _____
  _____
  _____
  _____

- Instructional Practice

  _____
  _____
  _____
  _____

- Learning Environment

_____
_____
_____
_____

- Assessment for Student Learning

_____
_____
_____
_____

- Professional Responsibilities and Collaboration

_____
_____
_____
_____

- Professional Growth

_____
_____
_____
_____

B) Improvement Plan

Objective:

Materials and Support:

Schedule of Status Reports:

C) Demonstration of Competency

D) Employee Comments

NVCS- TIP

Plan Developed:

Employee_____ **Supervisor**_____

Plan Amended/Revised_____

Supervisor Comments:

Teacher Comments:

Plan Effective:

Employee_____ **Supervisor:**_____

4-7 Principal

Percentage of SWD and ELL Increasing One or More Levels (1, 2, 3, 4) on 4-7 State Assessments

Ineffective			Developing						Effective									Highly Effective		
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
0	1	2	3	4-5	6-7	8-9	10-14	15-19	20-24	25-29	30-39	40-44	45-49	50-54	55-59	60-69	70-74	75-79	80-84	85-100

*In the event a student begins the year with the achievement of a 4 on the state exam and maintains that 4 throughout another state testing cycle, the student will count as increasing one level.

8-12 Principal

Five-Year Graduation Rate

Ineffective			Developing					Effective										Highly Effective		
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
0-55	56-59	60-63	64-67	68-71	72-74	75-77	78-79	80	81	82	83	84	85	86-87	88-89	90-91	92-93	94-95	96-97	98-100

4-7 Principal

Percentage of SWD and ELL Increasing One or More Levels (1, 2, 3, 4) on 4-7 State Assessments

Ineffective			Developing					Effective						Highly Effective	
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**
0	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-23	24	25	26-28	29-35	36-42	43-49	50-100

*In the event a student begins the year with the achievement of a 4 on the state exam and maintains that 4 throughout another state testing cycle, the student will count as increasing one level

8-12 Principal

Five-Year Graduation Rate

Ineffective			Developing					Effective						Highly Effective	
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**
0-55	56-59	60-63	64-67	68-72	73-76	77-78	79-81	82-84	85-86	87-88	89-90	91-92	93-94	95-97	98-100

Total Average Rubric Score	Category	Conversion Score for Composite
	Ineffective 0-49	
1.00		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36

1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
	Developing 50-56	
1.5		50
1.6		51
1.7		52
1.8		52
1.9		53
2.0		53
2.1		53
2.2		54
2.3		55
2.4		56
	Effective 57-58	
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3.0		58
3.1		58
3.2		58
3.3		58
3.4		58
	Highly Effective 59-60	
3.5		59
3.6		59
3.7		59
3.8		60
3.9		60
4		60

NVCSD

Principal Improvement Plan

Process:

Supervisors have the responsibility to evaluate the performance of professional staff. If the performance is ineffective or developing as measured by the formal evaluation process, the supervisor will recommend the employee for an assistance plan or may pursue termination through due process following New York State laws and regulations.

He/she may be identified by their supervisor based on the formal evaluation process and performance on the Annual Professional Performance Review.

The Supervisor will have a conference with the employee to establish entry into the Principal Improvement Plan. Principals may request that their Union representative be present at this conference.

The individual written improvement plan will be prepared by the immediate supervisor and discussed with the principal.

The PIP will include:

- Identification of the specific behaviors, techniques, criteria or standards in need of improvement.
- An outline of a program, including resources and support, designed to achieve acceptable performance, and listing specific performance directives.
- A timetable for the required improvement in performance.
- A schedule for status reports to discuss progress toward improvement.
- Methodology for evaluating employee improvement.

NVCS- PIP

Employee/Building:_____ Date:_____

Principal Improvement Plans are developed and implemented to assist the principal in meeting the performance expectations of the Newark Valley Central School District. The principal and supervisor will work together to improve employee performance to better serve the students of the Newark Valley Central Schools.

A) Area for improvement

- Diagnosis and Planning

  _____
  _____
  _____
  _____

- Priority Management and Communication

  _____
  _____
  _____
  _____

- Curriculum and Data

  _____
  _____
  _____
  _____

- Supervision, Evaluation and Professional Development

  _____
  _____
  _____
  _____

- Discipline and Family Involvement

  _____
  _____
  _____
  _____

- Management and External Relations

  _____
  _____
  _____
  _____

B) Improvement Plan

Objective:

Materials and Support:

Schedule of Status Reports:

C) Demonstration of Competency

D) Employee Comments

NVCS- PIP

Plan Developed:

Employee_____ **Supervisor**_____

Plan Amended/Revised_____

Supervisor Comments:

Principal Comments:

Plan Effective:

Employee_____ **Supervisor:**_____

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:

3/24/14

Teachers Union President Signature: Date:

3/20/14

Administrative Union President Signature: Date:

3/20/14

Board of Education President Signature: Date:

3/24/14