



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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

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

December 20, 2012

Henry Hann, Superintendent
Newark Central School District
100 East Miller Street
Newark, NY 14513

Dear Superintendent Hann:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Michael Glover

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, September 14, 2012

Updated Thursday, November 29, 2012

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 650101060000

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

650101060000

1.2) School District Name: NEWARK CSD

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

NEWARK CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

-
- Strengthening Teacher and Leader Effectiveness RFP (NYSED)
-

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, September 14, 2012
Updated Thursday, December 13, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Wayne-Finger Lakes BOCES Kindergarten pre-test and post-test
1	District, regional, or BOCES-developed assessment	Wayne-Finger Lakes BOCES Grade 1 pre-test and post-test
2	District, regional, or BOCES-developed assessment	Wayne-Finger Lakes BOCES Grade 2 ELA pre-test and post-test

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final examination/State assessment will be administered at the end of the class. After the pre-test is administered and scored, differentiated targets will be set by teacher and building principal using the Target Bands. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. 80% of students will meet or exceed their specific goals. After the final examination is administered and scored, individual student post-test scores using those currently on the class roster and who take the examination will be determined. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Once the individual scores on the post-test are determined, the percentage of students meeting or exceeding their goal will be calculated. The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used. For 3rd grade, individual scores shall be computed by converting the State test scores to percentages.

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

Highly Effective = 85% of students or more will meet or exceed their target goal on the summative assessment

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

Effective = 76-84% of students will meet or exceed their target goal on the summative assessment

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

Developing = 68-75% of students will meet or exceed their target goal on the summative assessment

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

Ineffective = 67% or fewer students will meet or exceed their target goal on the summative assessment

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	Wayne-Finger Lakes BOCES K Math pre-test and post-test
1	District, regional, or BOCES-developed assessment	Wayne-Finger Lakes BOCES Grade 1 Math pre-test and post-test
2	District, regional, or BOCES-developed assessment	Wayne-Finger Lakes BOCES Grade 2 Math pre-test and post-test

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final examination/State assessment will be administered at the end of the class. After the pre-test is administered and scored, differentiated targets will be set by teacher and building principal using the Target Bands. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. 80% of students will meet or exceed their specific goals. After the final examination is administered and scored, individual student post-test scores using those currently on the class roster and who take the examination will be determined. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Once the individual scores on the post-test are determined, the percentage of students meeting or exceeding their goal will be calculated. The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used. For 3rd grade, individual scores shall be computed by converting the State test scores to percentages.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Highly Effective = 85% of students or more will meet or exceed their target goal on the summative assessment</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Effective = 76-84% of students will meet or exceed their target goal on the summative assessment</p>
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<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Ineffective = 67% or fewer students will meet or exceed their target goal on the summative assessment</p>

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	Wayne-Finger Lakes BOCES Developed Grade 6 Science
7	District, regional or BOCES-developed assessment	Wayne-Finger Lakes BOCES Developed Grade 7 Science
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final examination/State assessment will be administered at the end of the class. After the pre-test is administered and scored, differentiated targets will be set by teacher and building principal using the Target Bands. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. 80% of students will meet or exceed their specific goals. After the final examination is administered and scored, individual student post-test scores using those currently on the class roster and who take the examination will be determined. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Once the individual scores on the post-test are determined, the percentage of students meeting or exceeding their goal will be calculated. The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.</p>
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<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Ineffective = 67% or fewer students will meet or exceed their target goal on the summative assessment</p>

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	WFL Regionally Developed Grade 6 Social Studies
7	District, regional or BOCES-developed assessment	WFL Regionally Developed Grade 7 Social Studies
8	District, regional or BOCES-developed assessment	WFL Regionally Developed Grade 8 Social Studies

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

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

A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final examination/State assessment will be administered at the end of the class. After the pre-test is administered and scored, differentiated targets will be set by teacher and building principal using the Target Bands. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. 80% of students will meet or exceed their specific goals. After the final examination is administered and scored, individual student post-test scores using those currently on the class roster and who take the examination will be determined. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Once the individual scores on the post-test are determined, the percentage of students meeting or exceeding their goal will be calculated. The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

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Effective = 76-84% of students will meet or exceed their target goal on the summative assessment

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

Ineffective = 67% or fewer students will meet or exceed their target goal on the summative assessment

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	WFL Regionally Developed Global 1
Social Studies Regents Courses		Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

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

A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final examination/State assessment will be administered at the end of the class. After the pre-test is administered and scored, differentiated targets will be set by teacher and building principal using the Target Bands. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. 80% of students will meet or exceed their specific goals. After the final examination is administered and scored, individual student post-test scores using those currently on the class roster and who take the examination will be determined. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Once the individual scores on the post-test are determined, the percentage of students meeting or exceeding their goal will be calculated. The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.

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

Ineffective = 67% or fewer students will meet or exceed their target goal on the summative assessment

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 student performance.

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

A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final examination/State assessment will be administered at the

graphic at 2.11, below.

end of the class. After the pre-test is administered and scored, differentiated targets will be set by teacher and building principal using the Target Bands. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. 80% of students will meet or exceed their specific goals. After the final examination is administered and scored, individual student post-test scores using those currently on the class roster and who take the examination will be determined. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Once the individual scores on the post-test are determined, the percentage of students meeting or exceeding their goal will be calculated. The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.

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

Ineffective = 67% or fewer students will meet or exceed their target goal on the summative assessment

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 student performance.

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

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Effective = 76-84% of students will meet or exceed their target goal on the summative assessment

Developing (3 - 8 points) Results are below District goals for similar students.

Developing = 68-75% of students will meet or exceed their target goal on the summative assessment

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

Ineffective = 67% or fewer students will meet or exceed their target goal on the summative assessment

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	Wayne-Finger Lakes BOCES Developed Grade 9 ELA
Grade 10 ELA	District, regional or BOCES-developed assessment	Wayne-Finger Lakes BOCES Developed Grade 10 ELA
Grade 11 ELA	Regents assessment	Comprehensive English Regents

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

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

A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final examination/State assessment will be administered at the end of the class. After the pre-test is administered and scored, differentiated targets will be set by teacher and building principal using the Target Bands. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. 80% of

students will meet or exceed their specific goals. After the final examination is administered and scored, individual student post-test scores using those currently on the class roster and who take the examination will be determined. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Once the individual scores on the post-test are determined, the percentage of students meeting or exceeding their goal will be calculated. The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective = 85% of students or more will meet or exceed their target goal on the summative assessment
Effective (9 - 17 points) Results meet District goals for similar students.	Effective = 76-84% of students will meet or exceed their target goal on the summative assessment
Developing (3 - 8 points) Results are below District goals for similar students.	Developing = 68-75% of students will meet or exceed their target goal on the summative assessment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective = 67% or fewer students will meet or exceed their target goal on the summative assessment

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
Economics 12	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES Developed Economics 12 Assessment
Health 6, 7, 8	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES Developed 6-8 Health Assessment
Design and Draw for Production	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES Developed Design and Draw for Production Assessment
Middle School Technology	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES Developed Middle School Technology Assessment
Accounting	District, Regional or BOCES-developed	Newark Developed Accounting Assessment
Foreign Languages	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES Developed Foreign Language Assessment
Music K-12	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES Developed Music Assessment
Art K-12	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES Developed Art Assessment
Library / Media Specialist	District, Regional or BOCES-developed	Newark Developed Library / Media Assessment
Health	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES Developed Health Assessment
Physical Education K-12	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES Developed Grade Specific Physical Education Assessment

Family Consumer Science	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES Developed Family Consumer Science Assessment
Technology Education 7-8	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES Developed Grades 7 8 Technology Assessment
All other teachers not named above	District, Regional or BOCES-developed	Newark Developed Grade / Subject Specific 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final examination/State assessment will be administered at the end of the class. After the pre-test is administered and scored, differentiated targets will be set by teacher and building principal using the Target Bands. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. 80% of students will meet or exceed their specific goals. After the final examination is administered and scored, individual student post-test scores using those currently on the class roster and who take the examination will be determined. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Once the individual scores on the post-test are determined, the percentage of students meeting or exceeding their goal will be calculated. The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective = 85% of students or more will meet or exceed their target goal on the summative assessment
Effective (9 - 17 points) Results meet District goals for similar students.	Effective = 76-84% of students will meet or exceed their target goal on the summative assessment
Developing (3 - 8 points) Results are below District goals for similar students.	Developing = 68-75% of students will meet or exceed their target goal on the summative assessment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective = 67% or fewer students will meet or exceed their target goal on the summative assessment

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/177143-TXEttx9bQW/HEIDI Table.pdf

2.12) Locally Developed Controls

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

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

Not Applicable

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

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

Checked

3. Local Measures (Teachers)

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
5	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation

6	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
7	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
8	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation

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.	District-wide student achievement K-12 is based upon the increase in the percentage of students reaching proficiency in all state mandated assessments K-12 and Regents exams required for a Regents diploma. Proficiency on state assessments is defined as a Level 3 or 4 score on a 4 point scale. Proficiency on Regents exams is defined as the passing grade 65 or better. The locally determined student achievement score will be computed in the following manner. Percent of students reaching proficiency will be converted to a whole number by multiplying each percent by 100. The numbers will be averaged to provide a whole number score for the current school year. The same process will be used to create a whole number score for the prior school year. The difference between the two whole number scores will be converted to a final achievement score (as per the attached conversion chart in the Appendix . This final achievement point score will be used as the locally determined measure of student achievement for each unit member assessed under the new APPR. The conversion chart will be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .9 or above
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .45 to .85
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .15 to .4
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .1 or less

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
5	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
6	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
7	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
8	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation

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.	District-wide student achievement K-12 is based upon the increase in the percentage of students reaching proficiency in all state mandated assessments K-12 and Regents exams required for a Regents diploma. Proficiency on state assessments is defined as a Level 3 or 4 score on a 4 point scale. Proficiency on Regents exams is defined as the passing grade 65 or better. The locally determined student achievement score will be computed in the following manner. Percent of students reaching proficiency will be converted to a whole number by multiplying each percent by 100. The numbers will be averaged to provide a whole number score for the current school year. The same process will be used to create a whole number score for the prior school year. The difference between the two whole number scores will be converted to a final achievement score (as per the attached conversion chart in the Appendix . This final achievement point score will be used as the locally determined measure of student achievement for each unit member assessed under the new APPR. The conversion chart will be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .9 or above
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .45 to .85

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .15 to .4
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .1 or less

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/189439-rhJdBgDruP/Conversion Charts.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	. All State 3-8 Assessments and Regents Required for Graduation
1	6(ii) School-wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
2	6(ii) School-wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
3	6(ii) School-wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation

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.	District-wide student achievement K-12 is based upon the increase in the percentage of students reaching proficiency in all state mandated assessments K-12 and Regents exams required for a Regents diploma. Proficiency on state assessments is defined as a Level 3 or 4 score on a 4 point scale. Proficiency on Regents exams is defined as the passing grade 65 or better. The locally determined student achievement score will be computed in the following manner. Percent of students reaching proficiency will be converted to a whole number
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by multiplying each percent by 100. The numbers will be averaged to provide a whole number score for the current school year. The same process will be used to create a whole number score for the prior school year. The difference between the two whole number scores will be converted to a final achievement score (as per the attached conversion chart in the Appendix . This final achievement point score will be used as the locally determined measure of student achievement for each unit member assessed under the new APPR. The conversion chart will be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .9 or above
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .45 to .85
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .15 to .4
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .1 or less

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
1	6(ii) School-wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
2	6(ii) School-wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
3	6(ii) School-wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation

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.

District-wide student achievement K-12 is based upon the increase in the percentage of students reaching proficiency in all state mandated assessments K-12 and Regents exams required for a Regents diploma. Proficiency on state assessments is defined as a Level 3 or 4 score on a 4 point scale. Proficiency on Regents exams is defined as the passing grade 65 or better. The locally determined student achievement score will be computed in the following manner. Percent of students reaching proficiency will be converted to a whole number by multiplying each percent by 100. The numbers will be averaged to provide a whole number score for the current school year. The same process will be used to create a whole number score for the prior school year. The difference between the two whole number scores will be converted to a final achievement score (as per the attached conversion chart in the Appendix). This final achievement point score will be used as the locally determined measure of student achievement for each unit member assessed under the new APPR. The conversion chart will be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales.

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

Growth in proficiency of .9 or above

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

Growth in proficiency of .45 to .85

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

Growth in proficiency of .15 to .4

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

Growth in proficiency of .1 or less

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
7	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
8	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation

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.

District-wide student achievement K-12 is based upon the increase in the percentage of students reaching proficiency in all state mandated assessments K-12 and Regents exams required for a Regents diploma. Proficiency on state assessments is defined as a Level 3 or 4 score on a 4 point scale. Proficiency on Regents exams is defined as the passing grade 65 or better. The locally determined student achievement score will be computed in the following manner. Percent of students reaching proficiency will be converted to a whole number by multiplying each percent by 100. The numbers will be averaged to provide a whole number score for the current school year. The same process will be used to create a whole number score for the prior school year. The difference between the two whole number scores will be converted to a final achievement score (as per the attached conversion chart in the Appendix . This final achievement point score will be used as the locally determined measure of student achievement for each unit member assessed under the new APPR. The conversion chart will be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales.

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

Growth in proficiency of .9 or above

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

Growth in proficiency of .45 to .85

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

Growth in proficiency of .15 to .4

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

Growth in proficiency of .1 or less

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
7	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
8	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>District-wide student achievement K-12 is based upon the increase in the percentage of students reaching proficiency in all state mandated assessments K-12 and Regents exams required for a Regents diploma. Proficiency on state assessments is defined as a Level 3 or 4 score on a 4 point scale. Proficiency on Regents exams is defined as the passing grade 65 or better. The locally determined student achievement score will be computed in the following manner. Percent of students reaching proficiency will be converted to a whole number by multiplying each percent by 100. The numbers will be averaged to provide a whole number score for the current school year. The same process will be used to create a whole number score for the prior school year. The difference between the two whole number scores will be converted to a final achievement score (as per the attached conversion chart in the Appendix . This final achievement point score will be used as the locally determined measure of student achievement for each unit member assessed under the new APPR. The conversion chart will be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Growth in proficiency of .9 or above</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Growth in proficiency of .45 to .85</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Growth in proficiency of .15 to .4</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Growth in proficiency of .1 or less</p>

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation

Global 2	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
American History	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation

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.	District-wide student achievement K-12 is based upon the increase in the percentage of students reaching proficiency in all state mandated assessments K-12 and Regents exams required for a Regents diploma. Proficiency on state assessments is defined as a Level 3 or 4 score on a 4 point scale. Proficiency on Regents exams is defined as the passing grade 65 or better. The locally determined student achievement score will be computed in the following manner. Percent of students reaching proficiency will be converted to a whole number by multiplying each percent by 100. The numbers will be averaged to provide a whole number score for the current school year. The same process will be used to create a whole number score for the prior school year. The difference between the two whole number scores will be converted to a final achievement score (as per the attached conversion chart in the Appendix . This final achievement point score will be used as the locally determined measure of student achievement for each unit member assessed under the new APPR. The conversion chart will be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .9 or above
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .45 to .85
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .15 to .4
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .1 or less

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
Earth Science	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
Chemistry	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
Physics	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation

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.	District-wide student achievement K-12 is based upon the increase in the percentage of students reaching proficiency in all state mandated assessments K-12 and Regents exams required for a Regents diploma. Proficiency on state assessments is defined as a Level 3 or 4 score on a 4 point scale. Proficiency on Regents exams is defined as the passing grade 65 or better. The locally determined student achievement score will be computed in the following manner. Percent of students reaching proficiency will be converted to a whole number by multiplying each percent by 100. The numbers will be averaged to provide a whole number score for the current school year. The same process will be used to create a whole number score for the prior school year. The difference between the two whole number scores will be converted to a final achievement score (as per the attached conversion chart in the Appendix). This final achievement point score will be used as the locally determined measure of student achievement for each unit member assessed under the new APPR. The conversion chart will be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .9 or above
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .45 to .85
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement	Growth in proficiency of .15 to .4

for grade/subject.

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

Growth in proficiency of .1 or less

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
Geometry	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
Algebra 2	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation

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

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

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

District-wide student achievement K-12 is based upon the increase in the percentage of students reaching proficiency in all state mandated assessments K-12 and Regents exams required for a Regents diploma. Proficiency on state assessments is defined as a Level 3 or 4 score on a 4 point scale. Proficiency on Regents exams is defined as the passing grade 65 or better. The locally determined student achievement score will be computed in the following manner. Percent of students reaching proficiency will be converted to a whole number by multiplying each percent by 100. The numbers will be averaged to provide a whole number score for the current school year. The same process will be used to create a whole number score for the prior school year. The difference between the two whole number scores will be converted to a final achievement score (as per the attached conversion chart in the Appendix). This final achievement point score will be used as the locally determined measure of student achievement for each unit member assessed under the new APPR. The conversion chart will be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .9 or above
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .45 to .85
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .15 to .4
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Growth in proficiency of .1 or less

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
Grade 10 ELA	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation
Grade 11 ELA	6(ii) School wide measure computed locally	All State 3-8 Assessments and Regents Required for Graduation

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District-wide student achievement K-12 is based upon the increase in the percentage of students reaching proficiency in all state mandated assessments K-12 and Regents exams required for a Regents diploma. Proficiency on state assessments is defined as a Level 3 or 4 score on a 4 point scale. Proficiency on Regents exams is defined as the passing grade 65 or better. The locally determined student achievement score will be computed in the following manner. Percent of students reaching proficiency will be converted to a whole number by multiplying each percent by 100. The numbers will be averaged to provide a whole number score for the current school year. The same process will be used to create a whole number score for the prior school year. The
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graphic at 3.13, below.

Regents exams required for a Regents diploma. Proficiency on state assessments is defined as a Level 3 or 4 score on a 4 point scale. Proficiency on Regents exams is defined as the passing grade 65 or better. The locally determined student achievement score will be computed in the following manner. Percent of students reaching proficiency will be converted to a whole number by multiplying each percent by 100. The numbers will be averaged to provide a whole number score for the current school year. The same process will be used to create a whole number score for the prior school year. The difference between the two whole number scores will be converted to a final achievement score (as per the attached conversion chart in the Appendix . This final achievement point score will be used as the locally determined measure of student achievement for each unit member assessed under the new APPR. The conversion chart will be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales.

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

Growth in proficiency of .9 or above

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

Growth in proficiency of .45 to .85

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

Growth in proficiency of .15 to .4

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

Growth in proficiency of .1 or less

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/189439-y92vNseFa4/Conversion Charts - 20 point.docx

3.14) Locally Developed Controls

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

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.

No teachers will have more than one locally selected measure. All teachers K-12 in the District will receive the same local measure score.

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 Friday, October 05, 2012

Updated Thursday, December 13, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised 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 (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, 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.

Danielson has 4 domains. Scores and outcomes of the 60% other measures will be tied to an average rubric score from 1-4. Every observed component will be scored from 1-4 and averaged to yield a domain score. Domain scores will be averaged to get a rubric score. The district's rubric score conversation chart is attached. Teachers will be assigned points by averaging their scores for their formal announced observations, unannounced observations and sharing conference. The rubric value listed on the chart is the minimum value necessary to achieve the corresponding HEDI rating. We understand the composite score must be reported in whole numbers.

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

assets/survey-uploads/5091/189441-eka9yMJ855/Multiple Measures Chart.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.	59-60 points earned on the rubric scoring chart
Effective: Overall performance and results meet NYS Teaching Standards.	57-58 points earned on the rubric scoring chart
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	50-56 points earned on the rubric scoring chart
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-49 points earned on the rubric scoring chart

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

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Wednesday, October 24, 2012

Updated Thursday, November 01, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, October 23, 2012
Updated Thursday, November 29, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/204604-Df0w3Xx5v6/NEWARK TEACHER IMPROVEMENT PLAN FORMS.docx](assets/survey-uploads/5265/204604-Df0w3Xx5v6/NEWARK_TEACHER_IMPROVEMENT_PLAN_FORMS.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:

I. APPEAL PROCEDURES:

To the extent that a teacher wishes to challenge a performance review and/or improvement plan under the new evaluation system, Section 3012-c of the Education Law requires the establishment of an appeals procedure.

The appeals procedures shall provide for the timely resolution of the appeal. All tenured and probationary employees who meet the appeals process criteria identified below may use this appeal process.

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

Education Law 3012-c(5) provides that an APPR which is the subject of a pending appeal shall not be sought to be offered into evidence or placed in evidence in any 3020-a proceeding, or locally negotiated procedure until the process is concluded.

Where a deadline is foreseen to be likely missed, the parties may mutually agree to extend the deadline in compliance with the timely and expeditious requirements of Education Law 3012-c. Timely compliance may be excused so long as the action contemplated is completed as soon as possible.

II. APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY:

Section 3012-c of the Education Law provides that a teacher may challenge his/her annual professional performance review. Appeals of annual professional performance reviews will be limited to those that rate a teacher as "Ineffective" or "Developing." Any unit member receiving an APPR rating of either "Effective" or "Highly Effective" may not challenge that APPR rating. They may attach a statement to their APPR that will be included in their personnel file.

III. WHAT MAY BE CHALLENGED IN AN APPEAL:

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- 1. the District's failure to adhere to standards and methodologies required for such reviews;*
- 2. the substance of his or her performance review;*
- 3. the District's failure to adhere to applicable regulations of the commissioner of education; and*
- 4. the District's failure to comply with the procedures for the conduct of performance reviews and/or a TIP set forth in the annual professional performance review plan except for the observation timelines which are subject to the grievance procedures as provided below.*

A grievance may be filed only based upon the following grounds:

- 1. the District's failure to adhere to the timelines required for observations as outlined in the above Framework for Observations. The arbitrator's determination may be submitted as evidence in any subsequent appeals filed by the unit member. All grievances are subject to the grievance and arbitration procedures in the collective bargaining agreement.*

IV. APPEAL RESOLUTION PROCESS AND TIMELINE:

There will be an End-of-Year Conference prior to the last scheduled teacher work day to calculate, discuss, and provide to the unit member a draft copy of the final 80% APPR score (60% Multiple Measures and 20% Local Measure). A teacher may request a meeting with the evaluator within ten calendar days of receiving the draft to discuss the evaluation, make input, and obtain additional detail.

APPR appeals must be submitted to the Superintendent's office on or before October 1. If state scores are received by the district after September 1, APPR appeals must be submitted no later than 30 calendar days after the composite score is given to the teacher. If a teacher is challenging the issuance of a Teacher Improvement Plan, an appeal must be delivered to the Superintendent's office on or before October 1. If state scores are received after September 1, TIP appeals must be submitted no later than 15 calendar days after the issuance of a Teacher Improvement Plan.

A teacher may not appeal prior to the receipt of his/her composite effectiveness score and rating from the District. The written appeal will be date stamped by a District Office secretary upon receipt. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher's right to appeal that performance review.

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

Within ten (10) calendar days of the Superintendent's receipt of an appeal, the District will submit to the Superintendent a detailed response to the appeal, including copies of any and all documents or information used to develop the performance review being appealed, with a copy to the teacher filing the appeal. Within five (5) calendar days of receipt of the response, the teacher may reply only to any information contained in the response that was previously unknown to the teacher and a representative of the union may submit a written statement on behalf of the teacher based on his/her review of the materials submitted by the parties.

Under this appeals process the teacher has the burden of proof.

Appeals of Developing Ratings: The Superintendent shall consider the materials submitted by the teacher, union representative, and the District. The Superintendent shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the teacher filed his or her appeal. If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review by the Superintendent.

The decision of the Superintendent shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent shall not be subject to any further appeal.

Appeals of Ineffective Ratings: The Superintendent may propose resolution of an appeal. For a determination, appeals of ineffective ratings will be referred to a neutral reviewer (selection provided below) who shall consider the materials submitted by the teacher and the District. The neutral reviewer shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from

the date when the reviewer is assigned the appeal. In no case will an appeal last longer than 90 days.

The decision of the neutral reviewer shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the neutral reviewer shall not be subject to any further appeal.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the neutral may set aside a rating and order the drafting of a new evaluation which would not be deemed "Ineffective." A copy of the decision shall be provided to the teacher and the Superintendent.

Appeals shall be decided in a final and binding manner.

The parties agree that this APPR language and the APPR Appeal Procedure bargained under Education Law 3012-c shall not be subject to the contractual grievance/arbitration procedure, except as outlined in this Agreement.

The District reserves the right to deny tenure or terminate a probationary teacher during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's performance that is the subject of the appeal. If the determination to award or deny tenure is contingent solely on the subject of the appeal, then the decision to award or deny tenure will be made at the conclusion of the appeal process and tenure will not be awarded by estoppel if the appeal process goes beyond the probationary period.

V. NEUTRAL REVIEWER ON APPEAL:

A panel of three to five neutral reviewers will be mutually selected by the district and the Association to hear appeals of ineffective ratings. All reviewers must participate in evaluator training. The appeals will be submitted to each neutral reviewer in rotation so long as the neutral reviewer complies with the procedures including the timelines and fees. The fees for the neutral reviewers will be split evenly between the District and the NTA.

The criteria for selection as a neutral reviewer are as follows:

- 1. No current or former ties to the Newark Central School District or a current member of (except "associate members"), or a current or former officer of, or paid by, a teachers union;*
- 2. Previous experience as a Director of Curriculum and Instruction, Assistant Superintendent or Superintendent, and with evaluating teachers, in NYS public schools, and now retired from public school education service; or*
- 3. Tenured College professors who are responsible for supervising student teachers;*
- 4. Available to review and decide the appeals within the thirty-day period from the receipt of the appeal; and*
- 5. Willing to accept the fee decided by the District and the Union for reviewing and deciding the appeal.*

6.4) Training and Certification of Lead Evaluators and Evaluators

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

All teacher evaluators will be trained and must pass the TeachScape Proficiency Exam based on Charlotte Danielson's 2011 Frameworks for Teaching by summer 2013. This training takes approximately 30 clock hours. The District Network Team Equivalent attended all of the RTTT Network Team Institute provided by the State Education Department in Albany during the 2011-12 school year. Teacher evaluators participated in training provided by the network team on an ongoing basis. This was approximately another 30 hours of training. All evaluators will complete training in all nine required components prior to conducting a formal evaluation and being approved by Board of Education.

All administrators in the district responsible for observing and evaluating teachers will participate in training sessions provided by the Network Team Equivalent trainers as well as other training sessions designed to sharpen observations skills, review criteria to be evaluated and methods of evaluation in accordance with the State Education Department's requirements. This training will continue throughout the 2012-13 school year. We approximate that this training will take about 30 hours.

All administrators responsible for observing and evaluating teachers will be re-certified annually after going through a district calibration process. This process will include tests of inter-rater reliability. Once this annual process has been completed, the Board

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 Friday, October 05, 2012
Updated Thursday, November 29, 2012

Page 1

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

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

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

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):

9-12
3-5
6-8
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-2	District, regional, or BOCES-developed	Wayne-Finger Lakes BOCES Regionally Developed K-2 ELA Assessment; Wayne-Finger Lakes BOCES Regionally Developed K-2 Math Assessment

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

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.	<p>A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final examination/State assessment will be administered at the end of the class. After the pre-test is administered and scored, differentiated targets will be set by the building principal and Superintendent. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. 80% of students will meet or exceed their specific goals.</p> <p>After the final examination is administered and scored, individual student post-test scores using those currently on the class roster and who take the examination will be determined. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Once the individual scores on the post-test are determined, the percentage of students meeting or exceeding their goal will be calculated.</p> <p>The scale attached is then used to determine the points achieved by the principal for student results based on his/her gap closing percentile. If multiple classes are used for that principal's SLO score, the weighted average of the scores for the classes involved shall be used.</p> <p>Highly Effective = 85% of students or more will meet or exceed their target goal on the summative assessment Effective = 76-84% of students will meet or exceed their target goal on the summative assessment</p>
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Developing = 68-75% of students will meet or exceed their target goal on the summative assessment
 Ineffective = 67% or fewer students will meet or exceed their target goal on the summative assessment

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	85% - 100%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	76% - 84%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	68% - 75%
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0% - 67%

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/5365/189448-lha0DogRNw/HEIDI Table.pdf](#)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Wednesday, October 24, 2012
Updated Thursday, November 29, 2012

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.

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(d) measures used by district for teacher evaluation	All State 3-8 Assessments and Regents Required for Graduation
6-8	(d) measures used by district for teacher evaluation	All State 3-8 Assessments and Regents Required for Graduation
9-12	(d) measures used by district for teacher evaluation	All State 3-8 Assessments and Regents Required for Graduation

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>District-wide student achievement K-12 is based upon the increase in the percentage of students reaching proficiency in all state mandated assessments K-12 and Regents exams required for a Regents diploma. Proficiency on state assessments is defined as a Level 3 or 4 score on a 4 point scale. Proficiency on Regents exams is defined as the passing grade 65% or better. The locally determined student achievement score will be computed in the following manner. Percent of students reaching proficiency will be converted to a whole number by multiplying each percent by 100. The numbers will be averaged to provide a whole number score for the current school year. The same process will be used to create a whole number score for the prior school year. The difference between the two whole number scores will be converted to a final achievement score (as per the attached conversion chart in the Appendix . This final</p>
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achievement point score will be used as the locally determined measure of student achievement for each unit member assessed under the new APPR.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Growth in proficiency of .9 or above

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Growth in proficiency of .45 to .85

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Growth in proficiency of .15 to .4

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

Growth in proficiency of .1 or less

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

(No response)

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

[assets/survey-uploads/5366/206452-qBFVOWF7fC/Conversion Charts.docx](#)

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	All State 3-8 Assessments and Regents Required for Graduation

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.	District-wide student achievement K-12 is based upon the increase in the percentage of students reaching proficiency in all state mandated assessments K-12 and Regents exams required for a Regents diploma. Proficiency on state assessments is defined as a Level 3 or 4 score on a 4 point scale. Proficiency on Regents exams is defined as the passing grade 65% or better. The locally determined student achievement score will be computed in the following manner. Percent of students
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reaching proficiency will be converted to a whole number by multiplying each percent by 100. The numbers will be averaged to provide a whole number score for the current school year. The same process will be used to create a whole number score for the prior school year. The difference between the two whole number scores will be converted to a final achievement score (as per the attached conversion chart in the Appendix . This final achievement point score will be used as the locally determined measure of student achievement for each unit member assessed under the new APPR.

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

Growth in proficiency of .9 or above

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

Growth in proficiency of .45 to .85

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

Growth in proficiency of .15 to .4

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

Growth in proficiency of .1 or less

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

(No response)

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

assets/survey-uploads/5366/206452-T8MIGWUVm1/Conversion Charts - 20 point.docx

8.3) Locally Developed Controls

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

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.

No principals will have more than one locally selected measure. All teachers and principals K-12 in the District will receive the same local measure score.

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 Thursday, October 25, 2012
Updated Monday, December 03, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(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 posted, this form will be updated with dropdown menus of approved survey tools.

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

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.

Principals will be assigned points for each rubric component (domains) associated with the topics listed above. A rubric element that is Highly Effective is worth 10 points. Effective is worth 7 points. Developing is worth 4 points and Ineffective is worth 0 points. The points for all the topics above (incorporating all domains of the rubric) will be weighted and combined and divided by the total number of possible points and multiplied by 100 to get a raw score. The raw score will then be converted to a processed score using a conversion chart. The processed score will be combined with a principal's State growth and Local Measures score to equal their overall score and HEIDI rating between 0 and 100.

The district will use the Multidimensional Principal Performance Rubric (MPPR) to determine the 60 points in the "Other Measures" subcomponent and will be based on a minimum of two observations of at least thirty minutes in duration, when school is in session and prior to April 30 in a given school year. Two of the observations will focus on a mutually-agreed upon area(s) of growth. One observation will be unannounced. Within ten (10) school days following the observation, the Superintendent will provide written feedback to the principal regarding relevant components of the MPPR. Principals and the superintendent may provide supporting evidence of any or all domains of the MPPR. Supporting evidence must be submitted to the Superintendent prior to April 30. The breakdown of points for 2012-2013 will be:

Level Score

Ineffective 0-49 Overall performance and results do not meet Standards

Developing 50-56 Overall performance and results need improvement in order to meet standards

Effective 57-58 Overall performance and results meet standards

Highly

Effective 59-60 Overall performance and results exceed standards

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/5143/207593-pMADJ4gk6R/Principal Conversation Chart.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.	59-60
Effective: Overall performance and results meet standards.	57-58
Developing: Overall performance and results need improvement in order to meet standards.	50-56
Ineffective: Overall performance and results do not meet standards.	0-49

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Thursday, October 25, 2012
Updated Thursday, November 29, 2012

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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.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, October 25, 2012
Updated Monday, December 03, 2012

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

[assets/survey-uploads/5276/207596-Df0w3Xx5v6/Leadership Improvement Plan 10-2012.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:

The Leadership Improvement Plan (LIP) is designed to provide support through communication, discussion and collaboration in identified areas of concern. When a principal receives a rating of "developing" or "ineffective" through an annual professional performance review, a Leadership Improvement Plan will be developed and implemented. Receiving a LIP due to a composite score equal to "Developing" does not equate to being an "Ineffective" administrator. A LIP must be implemented no later than 10 days after the date on which teachers are required to report prior to opening of classes for the school year. The LIP will define specific standards-based goals that an administrator must make progress toward attaining within a specific period of time using the form

provided (Appendix C). The LIP will include:

- The identification of areas that need improvement
- Differentiated activities to support improvements in these areas, including but not limited to professional development
- A timeline for achieving improvement which includes at least three periods of review
- A written reflection of progress by the Superintendent and the Principal
- The manner in which achievement will be assessed

In collaboration with the Superintendent the plan will clearly describe the professional learning activities that the administrator must complete. These activities should be connected directly to the areas needing improvement. The artifacts that the administrator must produce that can serve as benchmarks of their improvement and as evidence for the final stage of their improvement plan will be described. The additional assistance and support that the administrator will receive will be clearly stated in the LIP.

The principal and superintendent will meet a minimum of two times during the plan implementation to review the plan alongside any artifacts and evidence from the evaluations collected by both parties to provide collective feedback on progress toward meeting the goals to

achieve a minimum rating of "effective." The collective feedback will result in a written reflection by the Principal and Superintendent acknowledging the rate of progress toward the established LIP goals. In the final stages of the improvement plan, the Principal and Superintendent will meet again to review the plan, all collective feedback reflections, artifacts and evidence collected by both parties as it pertains to the plan in order to provide a final, summative rating for the Principal. The final summative rating form for the Principal will include a section for Principal's and Superintendent's comments.

APPEALS PROCEDURES

Only a building principal may challenge their annual professional performance review pursuant to section 3012-c of the Education Law.

(1) A non-tenured principal who receives an overall rating of "ineffective" may appeal his or her performance review. A tenured principal who receives an overall rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.

(2) A principal cannot trigger the appeal process prior to the receipt of their composite effectiveness score and rating from the district.

(3) A principal may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

(4) A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(5) Appeals concerning a principal's entire annual professional performance review must be received in the office of the Superintendent of Schools no later than thirty (30) calendar days after the date when the principal receives his/her performance review. The date of receipt of the performance review will be documented by the date of the principal and lead evaluator conference. The written appeal will be date stamped by the District Office secretary upon receipt. The District Office secretary will send an email to the principal confirming the date of receipt. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the principal's right to appeal that performance review.

(6) A principal wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. The Superintendent may submit such written response and other evidence to the appeal as he/she deems appropriate within ten (10) calendar days of receipt of the written appeal.

(7) Appeals by a non-tenured principal or by a tenured principal who has received an overall rating of "highly effective" or "effective" in the prior school year shall be determined by a reviewer pursuant to paragraph "A" below. Appeals by a tenured principal who has received an overall rating of "ineffective" or "developing" in the prior school year shall be determined by an independent appeal officer pursuant to paragraph "B". All principals will be considered to have received an overall rating of "highly effective" or "effective."

A. Within ten (10) calendar days of the receipt of the written appeal, the Superintendent shall appoint a reviewer to evaluate the appeal, who may be an employee of the District. Any cost associated with the appointment of a reviewer will be equally shared between the District and PMAA.

1. The reviewer shall perform any investigation he/she deems necessary, consider the evidence and issue a written decision to the Superintendent and the Principal on the merits of the appeal no later than thirty (30) calendar days from the date when the principal filed his or her appeal.

2. The decision of the reviewer shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the reviewer shall not be subject to any further appeal.

3. If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the reviewer. This performance review may not be reviewed or appealed under this procedure.

B. Within ten (10) calendar days of the receipt of the written appeal and after consultation with the PMAA the Superintendent shall appoint an independent appeal officer to evaluate the appeal. Any cost associated with the appointment of an independent appeal officer will be equally shared between the District and PMAA.

1. The independent appeal officer shall not be an employee of the District and shall be a current administrator holding NY certification to act as a district-wide administrator or a retired administrator who has received NYS certification to act as a district-wide administrator.

2. The independent appeal officer shall perform any investigation he/she deems necessary, consider the evidence and issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the principal filed his or her appeal.

3. The decision of the independent appeal officer shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the appeals officer shall not be subject to any further appeal.

4. If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the independent appeals officer. This performance review may not be reviewed or appealed under this procedure.

(8) Under this appeals process the principal has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.

(9) The principal's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.

(10) The district reserves the right to deny tenure or terminate a probationary principal during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the principal's performance that is the subject of the appeal. If the determination to award or deny tenure is contingent on the subject of the appeal, then the decision to award or deny tenure will be made at the conclusion of the appeal process and tenure will not be awarded by estoppel if the appeal process goes beyond the probationary period. However, in the 2012-2013 year of implementation of this agreement, all administrators will be held harmless should they receive an "ineffective" rating. This only applies for this first year of implementation.

(11) The parties further agree to add a new Section to the Grievance Procedure of the Collective Bargaining Agreement stating as follows:

"Nothing regarding the APPR language or APPR Appeal Procedure shall be grievable under this Article. The Association and District intend and agree that any and all matters pertaining to the APPR process shall not be subject to the contractual grievance/arbitration procedure."

11.4) Training and Certification of Lead Evaluators and Evaluators

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

All lead evaluators in the district responsible for observing and evaluating administrators will participate in training sessions provided by Network Team Equivalent.

The District will ensure the training and certification of its lead evaluators for administrators, in accordance with the requirements prescribed in the Commissioner's regulations. The District will further ensure that lead evaluators maintain inter-rater reliability over time and that they are recertified on an annual basis.

*Attended Training of Lead Evaluators of Principals (NYS Council of School Superintendents)
October 17-18, 2011*

WFL BOCES Principal APPR Training (2011-2012)

Training Topics:

Sept (EngageNY Website), Oct (APPR Regulations), Nov (APPR Practice Rubrics), Jan (SLOs, 3rd Party Assessments, SED 5 Decision Points), Feb (3rd Party Assessments), March (Appeals Procedures, Revised Regulations, Data Driven Instruction, Regionally Developed Assessments), April (Regionally Developed Assessments, Regional Procedure for Appeals), May (SLOs, Regionally Developed Assessments)

WFL BOCES Regional Trainings - Principal APPR (Spring/Summer) - 4 Days

Training Topics: Practice Rubric, Evidence Collection, Locally Selected Measures, State Growth Measures and State Assessments/Regionally Developed Assessments/3rd Party Assessments, Value Added Model, Principal Improvement Plans, Principal Appeals Procedures, Use of Data- State-wide Instructional Reporting System, Scoring Procedures and Composite Score, Special Considerations for SWD and ELL Students

Evidence of Principal APPR Training will be kept on file and used as basis for District Board of Education certification and approval of lead evaluator. Ongoing training evidence will be used as a basis for recertification of lead evaluator.

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	Checked
--	---------

prescribed by the Commissioner.

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, October 16, 2012

Updated Wednesday, December 19, 2012

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12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/197811-3Uqgn5g9Iu/APPR Certification Form.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.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	85-90%	84%	83%	82%	81%	80%	79%	78%	77%	76%	75%	74%	73%	72%	70-71%	68-69%	57-67%	46-56%	0-45%

Multiple Measures – 60%

The follow conversion chart will be used to convert a Rubric Score to a Composite Score:

Total Average Rubric Score	Rating	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		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		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	85-90%	84%	83%	82%	81%	80%	79%	78%	77%	76%	75%	74%	73%	72%	70-71%	68-69%	57-67%	46-56%	0-45%

NEWARK TEACHER IMPROVEMENT PLAN (TIP)

STATUS 1st Year Probationary 2nd Year Probationary 3rd Year Probationary

Tenured

Other _____

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. The purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers rated "Developing" or "Ineffective." A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. The evaluator and teacher will jointly determine the strategies to be undertaken to correct areas in need of improvement. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Teacher: _____

Tenure Area: _____

Subject/Grade Level _____

Evaluator: _____

Association Rep: _____

TIP Date(s) _____

Place a check mark in the box next to any domain below that was rated as Developing or Ineffective.

_____ Domain 1: Planning and Preparation	_____ Domain 2: The Classroom Environment
_____ Domain 3: Instruction	_____ Domain 4: Professional Responsibilities

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the teacher's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Teaching Standard(s) chosen for further development (if there are several, indicate the priority order for addressing them)	Danielson Domain(s)	Action(s) to be taken (Use additional sheets if needed)	Person(s) responsible	Timeline for Progress	Measurable Performance Goals and Indicators of success	Improvements made and documented and Meetings (dates/initials)

TIP Progress Monitoring Conference(s)

The unit member, evaluator, mentor (if applicable) and the Association Representative (if requested by the member) shall meet on _____ (date) to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Meeting dates:

TIP Progress Monitoring Conference(s)

<p>Date: Comments:</p>	<p>Date: Comments:</p>	<p>Date: Comments:</p>	<p>Date: Comments:</p>	<p>Date: Comments:</p>
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

Final TIP Conference

Recommendations for Results of TIP

_____ Teacher has met the performance goals identified through TIP.

_____ Teacher has not met the performance goals.

Administrator's Comments:

Administrator's Signature _____ Date _____

Educator's Comments:

Educator's Signature _____ Date _____

cc: Superintendent and Shared Administrator (if applicable)

Conversion for Locally Selected Measures of Achievement

20 Point Conversion Scale	
Growth in Proficiency	Points for Local Measure
1.0 plus	20
.95	19
.9	18
.85	17
.8	16
.75	15
.7	14
.65	13
.6	12
.55	11
.5	10
.45	9
.4	8
.35	7
.3	6
.25	5
.2	4
.15	3
.1	2
.05	1
0 or negative	0

Normal rounding rules will apply or the percentage listed is the minimum necessary to achieve corresponding HEIDI value.

Conversion for Locally Selected Measures of Achievement

15 Point Conversion Scale	
Growth in Proficiency	Points for Local Measure
1.0 plus	15
.95	15
.9	14
.85	13
.8	13
.75	12
.7	12
.65	11
.6	11
.55	10
.5	9
.45	8
.4	7
.35	7
.3	6
.25	5
.2	4
.15	3
.1	2
.05	1
0 or negative	0

Normal rounding rules will apply or the percentage listed is the minimum necessary to achieve corresponding HEIDI value.

Conversion for Locally Selected Measures of Achievement

20 Point Conversion Scale	
Growth in Proficiency	Points for Local Measure
1.0 plus	20
.95	19
.9	18
.85	17
.8	16
.75	15
.7	14
.65	13
.6	12
.55	11
.5	10
.45	9
.4	8
.35	7
.3	6
.25	5
.2	4
.15	3
.1	2
.05	1
0 or negative	0

Normal rounding rules will apply or the percentage listed is the minimum necessary to achieve corresponding HEIDI value.

Conversion for Locally Selected Measures of Achievement

20 Point Conversion Scale	
Growth in Proficiency	Points for Local Measure
1.0 plus	20
.95	19
.9	18
.85	17
.8	16
.75	15
.7	14
.65	13
.6	12
.55	11
.5	10
.45	9
.4	8
.35	7
.3	6
.25	5
.2	4
.15	3
.1	2
.05	1
0 or negative	0

Normal rounding rules will apply or the percentage listed is the minimum necessary to achieve corresponding HEIDI value.

Conversion for Locally Selected Measures of Achievement

15 Point Conversion Scale	
Growth in Proficiency	Points for Local Measure
1.0 plus	15
.95	15
.9	14
.85	13
.8	13
.75	12
.7	12
.65	11
.6	11
.55	10
.5	9
.45	8
.4	7
.35	7
.3	6
.25	5
.2	4
.15	3
.1	2
.05	1
0 or negative	0

Normal rounding rules will apply or the percentage listed is the minimum necessary to achieve corresponding HEIDI value.

Conversion for Locally Selected Measures of Achievement

20 Point Conversion Scale	
Growth in Proficiency	Points for Local Measure
1.0 plus	20
.95	19
.9	18
.85	17
.8	16
.75	15
.7	14
.65	13
.6	12
.55	11
.5	10
.45	9
.4	8
.35	7
.3	6
.25	5
.2	4
.15	3
.1	2
.05	1
0 or negative	0

Normal rounding rules will apply or the percentage listed is the minimum necessary to achieve corresponding HEIDI value.

APPENDIX D: Conversion Chart

Rating for Other Measures	Raw Score Scale	Processed Score
Highly Effective	51-60	59-60
Effective	39-50	57-58
Developing		
Ineffective		

Raw Score	Processed Score	HEDI
60	60	H
59	60	H
58	60	H
57	60	H
56	60	H
55	59	H
54	59	H
53	59	H
52	59	H
51	59	H
50	58	E
49	58	E
48	58	E
47	58	E
46	58	E
45	58	E
44	57	E
43	57	E
42	57	E
41	57	E
40	57	E
39	57	E
38	56	D
37	56	D
36	55	D
35	55	D
34	54	D
33	54	D
32	53	D
31	53	D

Raw Score	Processed Score	HEDI
30	52	D
29	52	D
28	51	D
27	51	D
26	51	D
25	50	D
24	50	D
23	49	I
22	48	I
21	47	I
20	46	I
19	45	I
18	43-44	I
17	42-41	I
16	39-40	I
15	37-38	I
14	35-36	I
13	33-34	I
12	32-31	I
11	29-30	I
10	27-28	I
9	25-26	I
8	23-24	I
7	20-22	I
6	17-19	I
5	15-16	I
4	12-14	I
3	8-11	I
2	4-7	I
1	1-3	I
0	0	I

Appendix C: LEADERSHIP IMPROVEMENT PLAN (LIP)

CAREER LEVEL
<input type="checkbox"/> 1 st Year Probationer
<input type="checkbox"/> 2 nd Year Probationer
<input type="checkbox"/> 3 rd Year Probationer
<input type="checkbox"/> Tenured
<input type="checkbox"/> Other

DATE FINAL EVALUATION CONDUCTED: _____

Purpose: The goal of a Leadership Improvement Plan (LIP) is to improve performance and professional growth. The NYS Commissioner's Regulation (30-2.10) requires that leaders with an annual professional performance review rated as Developing or Ineffective shall receive a Leadership Improvement Plan. A LIP shall be developed in consultation with the administrator and the presence of a union representative shall be afforded at the administrator's request. A LIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the administrator, lead evaluator, and a union representative (if requested) shall meet to assess the effectiveness of the LIP in assisting the administrator to achieve the goals set forth in the LIP. Based on the outcome of this assessment, the LIP shall be modified accordingly.

Administrator: Position:

School:

<u>S</u>PECIFIC	<u>M</u>EASURABLE AND <u>A</u>TTAINABLE	<u>R</u>ESULT-ORIENTED	<u>T</u>IMELINE	ACTIVITIES/RESOURCES/ RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
ELEMENTS FROM APPR IDENTIFIED WHERE IMPROVEMENT IS NEEDED	MEASUREABLE AND OBSERVABLE PERFORMANCE GOALS AND SPECIFIC	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	TIMELINE FOR ACHIEVING IMPROVEMENT	

Ihavereadthisreportandunderstandthatacopywillbeplacedinmyofficialpersonnel file.

Administrator'sSignature

Date

LeadEvaluator'sSignature

Date

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

[Handwritten Signature] 12-18-12

Teachers Union President Signature: Date:

Mary J. Daly 12.19.2012

Administrative Union President Signature: Date:

Mark J. Miller 12-18-12

Board of Education President Signature: Date:

Glorne M Mac Laggart 12-18-12