



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION  
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

August 24, 2012

Cyristine Tibbetts, Superintendent  
Newfane Central School District  
6048 Godfrey Road  
Burt, NY 14028

Dear Superintendent Tibbetts:

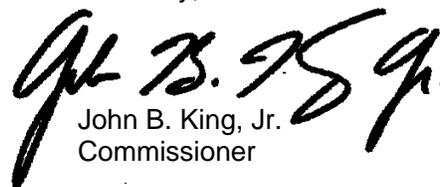
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: Clark Godshall

NOTE: 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.

# Annual Professional Performance Reviews: 2012-13

Created Friday, May 11, 2012

Updated Thursday, August 23, 2012

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 400601060000

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

*400601060000*

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

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

*NEWFANE 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.

*(No response)*

#### 1.4) Award Classification

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

- 
- Governor's Management Efficiency Grant
-

## 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, May 11, 2012

Updated Friday, August 24, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects 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	District Developed Kindergarten ELA Assessments
1	District, regional, or BOCES-developed assessment	District Developed First Grade ELA Assessments
2	District, regional, or BOCES-developed assessment	District Developed Second Grade ELA Assessments

	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	Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a District developed ELA pre-test
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	specific to each grade level. The ELA pre-test will be given in September of the school year. A District developed ELA post-test specific to each grade level will be given at the end of the school year. The pre- and post-test results will be used to calculate each student's success on his/her growth goal. Based on the number of students who achieved their growth goals, the teacher will calculate an average of success on the students' growth goals. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 Points = 100%-96% of students achieve their SLO Goals; 19 Points = 95%-90% of students achieve their SLO Goals; 18 Points = 89%-85% of students achieve their SLO Goals;
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 Points = 84%-82% of students achieve their SLO Goals; 16 Points = 81%-79% of students achieve their SLO Goals; 15 Points = 78%-76% of students achieve their SLO Goals; 14 Points = 75%-73% of students achieve their SLO Goals; 13 Points = 72%-71% of students achieve their SLO Goals; 12 Points = 70%-69% of students achieve their SLO Goals; 11 Points = 68%-67% of students achieve their SLO Goals; 10 Points = 66% of students achieve their SLO Goals; 9 Points = 65% of students achieve their SLO Goals;
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 Points = 64%-63% of students achieve their SLO Goals; 7 Points = 62%-61% of students achieve their SLO Goals; 6 Points = 60% of students achieve their SLO Goals; 5 Points = 59%-58% of students achieve their SLO Goals; 4 Points = 57%-56% of students achieve their SLO Goals; 3 Points = 55% of students achieve their SLO Goals;
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 Points = 54%-41% of students achieve their SLO Goals; 1 Point = 40%-15% of students achieve their SLO Goals; 0 Points = 14%-0% of students achieve their SLO Goals.

## 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	District Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	District Developed First Grade Math Assessment
2	District, regional, or BOCES-developed assessment	District Developed Second Grade Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a District developed Math pre-test
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	specific to each grade level. The Math pre-test will be given in September of the school year. A District developed Math post-test specific to each grade level will be given at the end of the school year. The pre- and post-test results will be used to calculate each student's success on his/her growth goal. Based on the number of students who achieved their growth goals, the teacher will calculate an average of success on the students' growth goals. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 Points = 100%-96%, of students achieve their SLO Goals 19 Points = 95%-90%, of students achieve their SLO Goals; 18 Points = 89%-85% of students achieve their SLO Goals;
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 Points = 84%-82% of students achieve their SLO Goals; 16 Points = 81%-79% of students achieve their SLO Goals; 15 Points = 78%-76% of students achieve their SLO Goals; 14 Points = 75%-73% of students achieve their SLO Goals; 13 Points = 72%-71% of students achieve their SLO Goals; 12 Points = 70%-69% of students achieve their SLO Goals; 11 Points = 68%-67% of students achieve their SLO Goals; 10 Points = 66% of students achieve their SLO Goals; 9 Points = 65% of students achieve their SLO Goals;
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 Points = 64%-63% of students achieve their SLO Goals; 7 Points = 62%-61% of students achieve their SLO Goals; 6 Points = 60% of students achieve their SLO Goals; 5 Points = 59%-58% of students achieve their SLO Goals; 4 Points = 57%-56% of students achieve their SLO Goals; 3 Points = 55% of students achieve their SLO Goals;
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 Points = 54%-41% of students achieve their SLO Goals; 1 Point = 40%-15% of students achieve their SLO Goals; 0 Points = 14%-0% of students achieve their SLO Goals;

## 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	District Developed Sixth Grade Science Assessment
7	District, regional or BOCES-developed assessment	District Developed Seventh Grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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	Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a District developed Science pre-test specific to each grade level. The Science pre-test will be
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2.11, below.	given in September of the school year. A District developed Science post-test specific to each grade level will be given at the end of the school year. The pre- and post-test results will be used to calculate each student's success on his/her growth goal. Based on the number of students who achieved their growth goals, the teacher will calculate an average of success on the students' growth goals. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 Points = 100%-96% of students achieve their SLO Goals; 19 Points = 95%-90% of students achieve their SLO Goals; 18 Points = 89%-85% of students achieve their SLO Goals;
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 Points = 84%-82% of students achieve their SLO Goals; 16 Points = 81%-79% of students achieve their SLO Goals; 15 Points = 78%-76% of students achieve their SLO Goals; 14 Points = 75%-73% of students achieve their SLO Goals; 13 Points = 72%-71% of students achieve their SLO Goals; 12 Points = 70%-69% of students achieve their SLO Goals; 11 Points = 68%-67% of students achieve their SLO Goals; 10 Points = 66% of students achieve their SLO Goals; 9 Points = 65% of students achieve their SLO Goals;
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 Points = 64%-63% of students achieve their SLO Goals; 7 Points = 62%-61% of students achieve their SLO Goals; 6 Points = 60% of students achieve their SLO Goals; 5 Points = 59%-58% of students achieve their SLO Goals; 4 Points = 57%-56% of students achieve their SLO Goals; 3 Points = 55% of students achieve their SLO Goals;
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 Points = 54%-41% of students achieve their SLO Goals; 1 Point = 40%-15% of students achieve their SLO Goals; 0 Points = 14%-0% of students achieve their SLO Goals;

## 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	District Developed Sixth Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	District Developed Seventh Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	District Developed Eighth Grade Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a District developed Social Studies pre-test specific to each grade level. The Social Studies pre-test will be given in September of the school year. A District developed Social Studies post-test specific to each grade level
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will be given at the end of the school year. The pre- and post-test results will be used to calculate each student's success on his/her growth goal. Based on the number of students who achieved their growth goals, the teacher will calculate an average of success on the students' growth goals. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 Points = 100%-96% of students achieve their SLO Goals; 19 Points = 95%-90% of students achieve their SLO Goals; 18 Points = 89%-85% of students achieve their SLO Goals;
Effective (9 - 17 points) Results meet District goals for similar students.	17 Points = 84%-82% of students achieve their SLO Goals; 16 Points = 81%-79% of students achieve their SLO Goals; 15 Points = 78%-76% of students achieve their SLO Goals; 14 Points = 75%-73% of students achieve their SLO Goals; 13 Points = 72%-71% of students achieve their SLO Goals; 12 Points = 70%-69% of students achieve their SLO Goals; 11 Points = 68%-67% of students achieve their SLO Goals; 10 Points = 66% of students achieve their SLO Goals; 9 Points = 65% of students achieve their SLO Goals;
Developing (3 - 8 points) Results are below District goals for similar students.	8 Points = 64%-63% of students achieve their SLO Goals; 7 Points = 62%-61% of students achieve their SLO Goals; 6 Points = 60% of students achieve their SLO Goals; 5 Points = 59%-58% of students achieve their SLO Goals; 4 Points = 57%-56% of students achieve their SLO Goals; 3 Points = 55% of students achieve their SLO Goals;
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 Points = 54%-41% of students achieve their SLO Goals; 1 Point = 40%-15% of students achieve their SLO Goals; 0 Points = 14%-0% of students achieve their SLO Goals;

## 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	District Developed Ninth Grade Global 1 Assessment
Social Studies Regents Courses		Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a District developed Social Studies
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	pre-test specific to each content area (Global 1, Global 2 or American History). The Social Studies pre-test will be given in September of the school year. A District developed Social Studies post-test specific to each content area will be given at the end of the school year. The NYS Regents Exam will be used as the post-test where appropriate. The pre- and post-test results will be used to calculate each student's success on his/her growth goal. Based on the number of students who achieved their growth goals, the teacher will calculate an average of success on the students' growth goals. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 Points = 100%-96% of students achieve their SLO Goals; 19 Points = 95%-90% of students achieve their SLO Goals; 18 Points = 89%-85% of students achieve their SLO Goals;
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Developing (3 - 8 points) Results are below District goals for similar students.	8 Points = 64%-63% of students achieve their SLO Goals; 7 Points = 62%-61% of students achieve their SLO Goals; 6 Points = 60% of students achieve their SLO Goals; 5 Points = 59%-58% of students achieve their SLO Goals; 4 Points = 57%-56% of students achieve their SLO Goals; 3 Points = 55% of students achieve their SLO Goals;
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 Points = 54%-41% of students achieve their SLO Goals; 1 Point = 40%-15% of students achieve their SLO Goals; 0 Points = 14%-0% of students achieve their SLO Goals;

## 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 graphic at 2.11, below.	Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a District developed Science pre-test specific to each content area (Living Environment, Earth Science, Chemistry or Physics). The Science pre-test will be given in September of the school year. The NYS Regents Exam will be used as the post-test at the end of the school year. The pre- and post-test results will be used to calculate each student's success on his/her growth goal. Based on the number of students who achieved their growth goals, the teacher will calculate an average of success on the students' growth goals. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 Points = 100%-96% of students achieve their SLO Goals; 19 Points = 95%-90% of students achieve their SLO Goals; 18 Points = 89%-85% of students achieve their SLO Goals;
Effective (9 - 17 points) Results meet District goals for similar students.	17 Points = 84%-82% of students achieve their SLO Goals; 16 Points = 81%-79% of students achieve their SLO Goals; 15 Points = 78%-76% of students achieve their SLO Goals; 14 Points = 75%-73% of students achieve their SLO Goals; 13 Points = 72%-71% of students achieve their SLO Goals; 12 Points = 70%-69% of students achieve their SLO Goals; 11 Points = 68%-67% of students achieve their SLO Goals; 10 Points = 66% of students achieve their SLO Goals; 9 Points = 65% of students achieve their SLO Goals;
Developing (3 - 8 points) Results are below District goals for similar students.	8 Points = 64%-63% of students achieve their SLO Goals; 7 Points = 62%-61% of students achieve their SLO Goals; 6 Points = 60% of students achieve their SLO Goals; 5 Points = 59%-58% of students achieve their SLO Goals; 4 Points = 57%-56% of students achieve their SLO Goals; 3 Points = 55% of students achieve their SLO Goals;
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 Points = 54%-41% of students achieve their SLO Goals; 1 Point = 40%-15% of students achieve their SLO Goals; 0 Points = 14%-0% of students achieve their SLO Goals;

## 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.	Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a District developed Math pre-test specific to each content area (Algebra 1, Geometry, or Algebra 2/Trig.). The Math pre-test will be given in September of the school year. The NYS Regents Exam will be used as the post-test at the end of the school year. The pre- and post-test results will be used to calculate each student's success on his/her growth goal. Based on the number of students who achieved their growth goals, the teacher will calculate an average of success on the students' growth goals. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 Points = 100%-96% of students achieve their SLO Goals; 19 Points = 95%-90% of students achieve their SLO Goals; 18 Points = 89%-85% of students achieve their SLO Goals;
Effective (9 - 17 points) Results meet District goals for similar students.	17 Points = 84%-82% of students achieve their SLO Goals; 16 Points = 81%-79% of students achieve their SLO Goals; 15 Points = 78%-76% of students achieve their SLO Goals; 14 Points = 75%-73% of students achieve their SLO Goals; 13 Points = 72%-71% of students achieve their SLO Goals; 12 Points = 70%-69% of students achieve their SLO Goals; 11 Points = 68%-67% of students achieve their SLO Goals; 10 Points = 66% of students achieve their SLO Goals; 9 Points = 65% of students achieve their SLO Goals;
Developing (3 - 8 points) Results are below District goals for similar students.	8 Points = 64%-63% of students achieve their SLO Goals; 7 Points = 62%-61% of students achieve their SLO Goals; 6 Points = 60% of students achieve their SLO Goals; 5 Points = 59%-58% of students achieve their SLO Goals; 4 Points = 57%-56% of students achieve their SLO Goals; 3 Points = 55% of students achieve their SLO Goals;
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 Points = 54%-41% of students achieve their SLO Goals; 1 Point = 40%-15% of students achieve their SLO Goals; 0 Points = 14%-0% of students achieve their SLO Goals;

## 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	District Developed Ninth Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	District Developed Tenth Grade ELA Assessment
Grade 11 ELA	Regents assessment	Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a District developed ELA pre-test specific to each grade level. The ELA pre-test will be given in September of the school year. A District developed ELA post-test specific to each grade level will be given at the end of the school year. The NYS Regents Exam will be used as the post-test in 11th Grade. The pre- and post-test results will be used to calculate each student's success on his/her growth goal. Based on the number of students who achieved their growth goals, the teacher will calculate an average of success on the students' growth goals. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 Points = 100%-96% of students achieve their SLO Goals; 19 Points = 95%-90% of students achieve their SLO Goals; 18 Points = 89%-85% of students achieve their SLO Goals;
Effective (9 - 17 points) Results meet District goals for similar students.	17 Points = 84%-82% of students achieve their SLO Goals; 16 Points = 81%-79% of students achieve their SLO Goals; 15 Points = 78%-76% of students achieve their SLO Goals; 14 Points = 75%-73% of students achieve their SLO Goals; 13 Points = 72%-71% of students achieve their SLO Goals; 12 Points = 70%-69% of students achieve their SLO Goals; 11 Points = 68%-67% of students achieve their SLO Goals; 10 Points = 66% of students achieve their SLO Goals; 9 Points = 65% of students achieve their SLO Goals;
Developing (3 - 8 points) Results are below District goals for similar students.	8 Points = 64%-63% of students achieve their SLO Goals; 7 Points = 62%-61% of students achieve their SLO Goals; 6 Points = 60% of students achieve their SLO Goals; 5 Points = 59%-58% of students achieve their SLO Goals; 4 Points = 57%-56% of students achieve their SLO Goals; 3 Points = 55% of students achieve their SLO Goals;
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 Points = 54%-41% of students achieve their SLO Goals; 1 Point = 40%-15% of students achieve their SLO Goals; 0 Points = 14%-0% of students achieve their SLO Goals;

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other ELA Teachers not named above	District, Regional or BOCES-developed	District Developed Grade and Subject Specific ELA Assessments
All other Math Teachers not named above	District, Regional or BOCES-developed	District Developed Grade and Subject Specific Math Assessments
All other Social Studies Teachers not named above	District, Regional or BOCES-developed	District Developed Grade and Subject Specific Social Studies Assessments
All other Science Teachers not named above	District, Regional or BOCES-developed	District Developed Grade and Subject Specific Science Assessments
All other LOTE Teachers not named above	District, Regional or BOCES-developed	District Developed Grade and Subject Specific LOTE Assessments
All AP Teachers where subject matter is not tested through a Regents Exam	District, Regional or BOCES-developed	District Developed Grade and Subject Specific AP Assessments

All Physical Education Teachers	District, Regional or BOCES-developed	District Developed Grade and Subject Specific Physical Education Assessments
All Art Teachers	District, Regional or BOCES-developed	District Developed Grade and Subject Specific Art Assessments
All Music Teachers	District, Regional or BOCES-developed	District Developed Grade and Subject Specific Music Assessments
All Technology Teachers	District, Regional or BOCES-developed	District Developed Grade and Subject Specific Technology Assessments
All Business Teachers	District, Regional or BOCES-developed	District Developed Grade and Subject Specific Business Assessments
All Home and Careers Teachers	District, Regional or BOCES-developed	District Developed Grade and Subject Specific Home and Careers Assessments
All Health Teachers	District, Regional or BOCES-developed	District Developed Grade and Subject Specific Health Assessments
All College-level Teachers where subject matter is not tested through a Regents Exam	District, Regional or BOCES-developed	District Developed Grade and Subject Specific College Course Assessments
All Librarians	District, Regional or BOCES-developed	District Developed Grade and Subject Specific Library Studies Assessments
All Self-Contained Special Education Teachers where subject matter is not tested through a State Assessment	District, Regional or BOCES-developed	District Developed Grade and 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.	Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a District developed pre-test that is specific to each grade level and subject area. The pre-tests will be given in September of the school year. A District developed post-test that is specific to each grade level and subject area will be given at the end of the school year. The NYS Regents Exams will be used as the post-test where appropriate. The pre- and post-test results will be used to calculate each student's success on his/her growth goal. Based on the number of students who achieved their growth goals, the teacher will calculate an average of success on the students' growth goals. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 Points = 100%-96% of students achieve their SLO Goals; 19 Points = 95%-90% of students achieve their SLO Goals; 18 Points = 89%-85% of students achieve their SLO Goals;
Effective (9 - 17 points) Results meet District goals for similar students.	17 Points = 84%-82% of students achieve their SLO Goals; 16 Points = 81%-79% of students achieve their SLO Goals; 15 Points = 78%-76% of students achieve their SLO Goals; 14 Points = 75%-73% of students achieve their SLO Goals; 13 Points = 72%-71% of students achieve their SLO Goals; 12 Points = 70%-69% of students achieve their SLO Goals; 11 Points = 68%-67% of students achieve their SLO Goals;

10 Points = 66% of students achieve their SLO Goals;  
9 Points = 65% of students achieve their SLO Goals;

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

Points = 64%-63% of students achieve their SLO Goals;  
7 Points = 62%-61% of students achieve their SLO Goals;  
6 Points = 60% of students achieve their SLO Goals;  
5 Points = 59%-58% of students achieve their SLO Goals;  
4 Points = 57%-56% of students achieve their SLO Goals;  
3 Points = 55% of students achieve their SLO Goals;

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

2 Points = 54%-41% of students achieve their SLO Goals;  
1 Point = 40%-15% of students achieve their SLO Goals;  
0 Points = 14%-0% of students achieve their SLO Goals;

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.

*(No response)*

## 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.

*None*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Monday, May 14, 2012

Updated Friday, August 24, 2012

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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	5) District, regional, or BOCES–developed assessments	District Developed Fourth Grade ELA Assessment
5	5) District, regional, or BOCES–developed assessments	District Developed Fifth Grade ELA Assessments
6	5) District, regional, or BOCES–developed assessments	District Developed Sixth Grade ELA Assessments
7	5) District, regional, or BOCES–developed assessments	District Developed Seventh Grade ELA Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For local measures, a percentage distribution for each HEDI category was negotiated. Grade levels and/or departments will create a locally-developed assessment that is rigorous, aligned to Common Core State Standards, and local curricula. A local achievement target (LAT) will be set annually by department, the building principal and the superintendent of schools according to District Performance Goals that have been determined by analyzing all appropriate data. Teacher scores will be based on the percentage of their students who attain the local achievement target. NOTE: THE SCALE BELOW IS BASED ON 15 POINTS. IN THE EVENT THAT 20 POINTS WILL BE USED FOR THIS SECTION, THE CONVERSION SCALE PRESENTED IN SECTION 2 WILL BE USED. THAT CONVERSION SCALE IS ALSO ATTACHED TO SECTION THREE UNDER 3.13 "HEDI TABLES AND GRAPHS."
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 Points = 100%-90% of students achieve the LAT; 14 Points = 89%-85% of students achieve the LAT;
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 Points = 84%-80% of students achieve the LAT; 12 Points = 79%-75% of students achieve the LAT; 11 Points = 74%-70% of students achieve the LAT; 10 Points = 69%-68% of students achieve the LAT; 9 Points = 67%-66% of students achieve the LAT; 8 Points = 65% of students achieve the LAT;
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 Points = 64%-63% of students achieve the LAT; 6 Points = 62%-61% of students achieve the LAT; 5 Points = 60%-58% of students achieve theLAT; 4 Points = 57%-56% of students achieve theLAT; 3 Points = 55% of students achieve the LAT;
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points = 54%-41% of students achieve the LAT; 1 Point = 40%-15% of students achieve the LAT; 0 Points = 14%-0% of students achieve the LAT.

### 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	5) District, regional, or BOCES–developed assessments	District Developed Fourth Grade Math Assessment
5	5) District, regional, or BOCES–developed assessments	District Developed Fifth Grade Math Assessment

6	5) District, regional, or BOCES–developed assessments	District Developed Sixth Grade Math Assessment
7	5) District, regional, or BOCES–developed assessments	District Developed Seventh Grade Math Assessment
8	5) District, regional, or BOCES–developed assessments	District Developed Eighth Grade Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For local measures, a percentage distribution for each HEDI category was negotiated. Grade levels and/or departments will create a locally-developed assessment that is rigorous, aligned to Common Core State Standards, and local curricula. A local achievement target (LAT) will be set annually by department, the building principal and the superintendent of schools according to District Performance Goals that have been determined by analyzing all appropriate data. Teacher scores will be based on the percentage of their students who attain the local achievement target. NOTE: THE SCALE BELOW IS BASED ON 15 POINTS. IN THE EVENT THAT 20 POINTS WILL BE USED FOR THIS SECTION, THE CONVERSION SCALE PRESENTED IN SECTION 2 WILL BE USED. THAT CONVERSION SCALE IS ALSO ATTACHED TO SECTION THREE UNDER 3.13 "HEDI TABLES AND GRAPHS."
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 Points = 100%-90% of students achieve the LAT; 14 Points = 89%-85% of students achieve the LAT;
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 Points = 84%-80% of students achieve the LAT; 12 Points = 79%-75% of students achieve the LAT; 11 Points = 74%-70% of students achieve the LAT; 10 Points = 69%-68% of students achieve the LAT; 9 Points = 67%-66% of students achieve the LAT; 8 Points = 65% of students achieve the LAT;
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 Points = 64%-63% of students achieve the LAT; 6 Points = 62%-61% of students achieve the LAT; 5 Points = 60%-58% of students achieve theLAT; 4 Points = 57%-56% of students achieve theLAT; 3 Points = 55% of students achieve the LAT;
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points = 54%-41% of students achieve the LAT; 1 Point = 40%-15% of students achieve the LAT; 0 Points = 14%-0% of students achieve the LAT.

### 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.

*(No response)*

## 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	5) District, regional, or BOCES-developed assessments	District Developed Kindergarten ELA Assessment
1	5) District, regional, or BOCES-developed assessments	District Developed First Grade ELA Assessment
2	5) District, regional, or BOCES-developed assessments	District Developed Second Grade ELA Assessment
3	5) District, regional, or BOCES-developed assessments	District Developed Third Grade ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For local measures, a percentage distribution for each HEDI category was negotiated. Grade levels and/or departments will create a locally-developed assessment that is rigorous, aligned to Common Core State Standards, and local curricula. A local achievement target (LAT) will be set annually by department, the building principal and the superintendent of schools according to District Performance Goals that have been determined by analyzing all appropriate data. Teacher scores will be based on the percentage of their students who attain the local achievement target.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points = 100%-96 of students achieve the LAT; 19 Points = 95%-90% of students achieve the LAT; 18 Points = 89%-85% of students achieve the LAT;
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points = 84%-82% of students achieve the LAT; 16 Points = 81%-79% of students achieve the LAT; 15 Points = 78%-76% of students achieve the LAT; 14 Points = 75%-73% of students achieve the LAT; 13 Points = 72%-71% of students achieve the LAT; 12 Points = 70%-69% of students achieve the LAT; 11 Points = 68%-67% of students achieve the LAT; 10 Points = 66% of students achieve the LAT; 9 Points = 65% of students achieve the LAT;
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points = 64%-63% of students achieve the LAT; 7 Points = 62%-61% of students achieve the LAT; 6 Points = 60% of students achieve the LAT; 5 Points = 59%-58% of students achieve theLAT; 4 Points = 57%-56% of students achieve theLAT; 3 Points = 55% of students achieve the LAT;

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points = 54%-41% of students achieve the LAT; 1 Point = 40%-15% of students achieve the LAT; 0 Points = 14%-0% of students achieve the LAT.
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### 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	5) District, regional, or BOCES–developed assessments	District Developed Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	District Developed First Grade Math Assessment
2	5) District, regional, or BOCES–developed assessments	District Developed Second Grade Math Assessment
3	5) District, regional, or BOCES–developed assessments	District Developed Third Grade Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For local measures, a percentage distribution for each HEDI category was negotiated. Grade levels and/or departments will create a locally-developed assessment that is rigorous, aligned to Common Core State Standards, and local curricula. A local achievement target (LAT) will be set annually by department, the building principal and the superintendent of schools according to District Performance Goals that have been determined by analyzing all appropriate data. Teacher scores will be based on the percentage of their students who attain the local achievement target.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points = 100%-96 of students achieve the LAT; 19 Points = 95%-90% of students achieve the LAT; 18 Points = 89%-85% of students achieve the LAT;
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points = 84%-82% of students achieve the LAT; 16 Points = 81%-79% of students achieve the LAT; 15 Points = 78%-76% of students achieve the LAT; 14 Points = 75%-73% of students achieve the LAT; 13 Points = 72%-71% of students achieve the LAT; 12 Points = 70%-69% of students achieve the LAT; 11 Points = 68%-67% of students achieve the LAT; 10 Points = 66% of students achieve the LAT; 9 Points = 65% of students achieve the LAT;
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points = 64%-63% of students achieve the LAT; 7 Points = 62%-61% of students achieve the LAT; 6 Points = 60% of students achieve the LAT; 5 Points = 59%-58% of students achieve theLAT; 4 Points = 57%-56% of students achieve theLAT;

3 Points = 55% of students achieve the LAT;

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

2 Points = 54%-41% of students achieve the LAT;  
 1 Point = 40%-15% of students achieve the LAT;  
 0 Points = 14%-0% of students achieve the LAT.

### 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	5) District, regional, or BOCES–developed assessments	District Developed Sixth Grade Science Assessment
7	5) District, regional, or BOCES–developed assessments	District Developed Seventh Grade Science Assessment
8	5) District, regional, or BOCES–developed assessments	District Developed Eighth Grade Science Assessment

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

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

For local measures, a percentage distribution for each HEDI category was negotiated. Grade levels and/or departments will create a locally-developed assessment that is rigorous, aligned to Common Core State Standards, and local curricula. A local achievement target (LAT) will be set annually by department, the building principal and the superintendent of schools according to District Performance Goals that have been determined by analyzing all appropriate data. Teacher scores will be based on the percentage of their students who attain the local achievement target.

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

20 Points = 100%-96 of students achieve the LAT;  
 19 Points = 95%-90% of students achieve the LAT;  
 18 Points = 89%-85% of students achieve the LAT;

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

17 Points = 84%-82% of students achieve the LAT;  
 16 Points = 81%-79% of students achieve the LAT;  
 15 Points = 78%-76% of students achieve the LAT;  
 14 Points = 75%-73% of students achieve the LAT;  
 13 Points = 72%-71% of students achieve the LAT;  
 12 Points = 70%-69% of students achieve the LAT;  
 11 Points = 68%-67% of students achieve the LAT;  
 10 Points = 66% of students achieve the LAT;  
 9 Points = 65% of students achieve the LAT;

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

8 Points = 64%-63% of students achieve the LAT;  
 7 Points = 62%-61% of students achieve the LAT;  
 6 Points = 60% of students achieve the LAT;  
 5 Points = 59%-58% of students achieve theLAT;  
 4 Points = 57%-56% of students achieve theLAT;  
 3 Points = 55% of students achieve the LAT;

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

2 Points = 54%-41% of students achieve the LAT;  
 1 Point = 40%-15% of students achieve the LAT;  
 0 Points = 14%-0% of students achieve the LAT.

### 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	5) District, regional, or BOCES–developed assessments	District Developed Sixth Grade Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	District Developed Seventh Grade Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	District Developed Eighth Grade Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For local measures, a percentage distribution for each HEDI category was negotiated. Grade levels and/or departments will create a locally-developed assessment that is rigorous, aligned to Common Core State Standards, and local curricula. A local achievement target (LAT) will be set annually by department, the building principal and the superintendent of schools according to District Performance Goals that have been determined by analyzing all appropriate data. Teacher scores will be based on the percentage of their students who attain the local achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points = 100%-96 of students achieve the LAT; 19 Points = 95%-90% of students achieve the LAT; 18 Points = 89%-85% of students achieve the LAT;
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points = 84%-82% of students achieve the LAT; 16 Points = 81%-79% of students achieve the LAT; 15 Points = 78%-76% of students achieve the LAT; 14 Points = 75%-73% of students achieve the LAT; 13 Points = 72%-71% of students achieve the LAT; 12 Points = 70%-69% of students achieve the LAT; 11 Points = 68%-67% of students achieve the LAT; 10 Points = 66% of students achieve the LAT; 9 Points = 65% of students achieve the LAT;
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points = 64%-63% of students achieve the LAT; 7 Points = 62%-61% of students achieve the LAT; 6 Points = 60% of students achieve the LAT; 5 Points = 59%-58% of students achieve theLAT; 4 Points = 57%-56% of students achieve theLAT; 3 Points = 55% of students achieve the LAT;
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points = 54%-41% of students achieve the LAT; 1 Point = 40%-15% of students achieve the LAT; 0 Points = 14%-0% of students achieve the LAT.

### 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	5) District, regional, or BOCES–developed assessments	District Developed Ninth Grade Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	District Developed Tenth Grade Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	District Developed Eleventh Grade American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For local measures, a percentage distribution for each HEDI category was negotiated. Grade levels and/or departments will create a locally-developed assessment that is rigorous, aligned to Common Core State Standards, and local curricula. A local achievement target (LAT) will be set annually by department, the building principal and the superintendent of schools according to District Performance Goals that have been determined by analyzing all appropriate data. Teacher scores will be based on the percentage of their students who attain the local achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points = 100%-96 of students achieve the LAT; 19 Points = 95%-90% of students achieve the LAT; 18 Points = 89%-85% of students achieve the LAT;
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points = 84%-82% of students achieve the LAT; 16 Points = 81%-79% of students achieve the LAT; 15 Points = 78%-76% of students achieve the LAT; 14 Points = 75%-73% of students achieve the LAT; 13 Points = 72%-71% of students achieve the LAT; 12 Points = 70%-69% of students achieve the LAT; 11 Points = 68%-67% of students achieve the LAT; 10 Points = 66% of students achieve the LAT; 9 Points = 65% of students achieve the LAT;
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points = 64%-63% of students achieve the LAT; 7 Points = 62%-61% of students achieve the LAT; 6 Points = 60% of students achieve the LAT; 5 Points = 59%-58% of students achieve theLAT; 4 Points = 57%-56% of students achieve theLAT; 3 Points = 55% of students achieve the LAT;

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

2 Points = 54%-41% of students achieve the LAT;  
 1 Point = 40%-15% of students achieve the LAT;  
 0 Points = 14%-0% of students achieve the LAT.

### 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	5) District, regional, or BOCES–developed assessments	District Developed Tenth Grade Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	District Developed Ninth Grade Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	District Developed Eleventh Grade Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	District Developed Twelfth Grade Physics Assessment

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

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

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

For local measures, a percentage distribution for each HEDI category was negotiated. Grade levels and/or departments will create a locally-developed assessment that is rigorous, aligned to Common Core State Standards, and local curricula. A local achievement target (LAT) will be set annually by department, the building principal and the superintendent of schools according to District Performance Goals that have been determined by analyzing all appropriate data. Teacher scores will be based on the percentage of their students who attain the local achievement target.

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

20 Points = 100%-96 of students achieve the LAT;  
 19 Points = 95%-90% of students achieve the LAT;  
 18 Points = 89%-85% of students achieve the LAT;

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

17 Points = 84%-82% of students achieve the LAT;  
 16 Points = 81%-79% of students achieve the LAT;  
 15 Points = 78%-76% of students achieve the LAT;  
 14 Points = 75%-73% of students achieve the LAT;  
 13 Points = 72%-71% of students achieve the LAT;  
 12 Points = 70%-69% of students achieve the LAT;  
 11 Points = 68%-67% of students achieve the LAT;  
 10 Points = 66% of students achieve the LAT;

	9 Points = 65% of students achieve the LAT;
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points = 64%-63% of students achieve the LAT; 7 Points = 62%-61% of students achieve the LAT; 6 Points = 60% of students achieve the LAT; 5 Points = 59%-58% of students achieve theLAT; 4 Points = 57%-56% of students achieve theLAT; 3 Points = 55% of students achieve the LAT;
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points = 54%-41% of students achieve the LAT; 1 Point = 40%-15% of students achieve the LAT; 0 Points = 14%-0% of students achieve the LAT.

### 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	5) District, regional, or BOCES–developed assessments	District Developed Ninth Grade Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	District Developed Tenth Grade Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	District Developed Eleventh Grade Algebra 2/Trig. Assessment

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

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

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.	For local measures, a percentage distribution for each HEDI category was negotiated. Grade levels and/or departments will create a locally-developed assessment that is rigorous, aligned to Common Core State Standards, and local curricula. A local achievement target (LAT) will be set annually by department, the building principal and the superintendent of schools according to District Performance Goals that have been determined by analyzing all appropriate data. Teacher scores will be based on the percentage of their students who attain the local achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points = 100%-96 of students achieve the LAT; 19 Points = 95%-90% of students achieve the LAT; 18 Points = 89%-85% of students achieve the LAT;
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	17 Points = 84%-82% of students achieve the LAT; 16 Points = 81%-79% of students achieve the LAT;

grade/subject.	15 Points = 78%-76% of students achieve the LAT; 14 Points = 75%-73% of students achieve the LAT; 13 Points = 72%-71% of students achieve the LAT; 12 Points = 70%-69% of students achieve the LAT; 11 Points = 68%-67% of students achieve the LAT; 10 Points = 66% of students achieve the LAT; 9 Points = 65% of students achieve the LAT;
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points = 64%-63% of students achieve the LAT; 7 Points = 62%-61% of students achieve the LAT; 6 Points = 60% of students achieve the LAT; 5 Points = 59%-58% of students achieve theLAT; 4 Points = 57%-56% of students achieve theLAT; 3 Points = 55% of students achieve the LAT;
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points = 54%-41% of students achieve the LAT; 1 Point = 40%-15% of students achieve the LAT; 0 Points = 14%-0% of students achieve the LAT.

### 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	5) District, regional, or BOCES–developed assessments	District Developed Ninth Grade ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	District Developed Tenth Grade ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	District Developed Eleventh Grade ELA Assessment

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

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

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.	For local measures, a percentage distribution for each HEDI category was negotiated. Grade levels and/or departments will create a locally-developed assessment that is rigorous, aligned to Common Core State Standards, and local curricula. A local achievement target (LAT) will be set annually by department, the building principal and the superintendent of schools according to District Performance Goals that have been determined by analyzing all appropriate data. Teacher scores will be based on the percentage of their students who attain the local achievement target.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points = 100%-96 of students achieve the LAT; 19 Points = 95%-90% of students achieve the LAT; 18 Points = 89%-85% of students achieve the LAT;
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points = 84%-82% of students achieve the LAT; 16 Points = 81%-79% of students achieve the LAT; 15 Points = 78%-76% of students achieve the LAT; 14 Points = 75%-73% of students achieve the LAT; 13 Points = 72%-71% of students achieve the LAT; 12 Points = 70%-69% of students achieve the LAT; 11 Points = 68%-67% of students achieve the LAT; 10 Points = 66% of students achieve the LAT; 9 Points = 65% of students achieve the LAT;
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points = 64%-63% of students achieve the LAT; 7 Points = 62%-61% of students achieve the LAT; 6 Points = 60% of students achieve the LAT; 5 Points = 59%-58% of students achieve theLAT; 4 Points = 57%-56% of students achieve theLAT; 3 Points = 55% of students achieve the LAT;
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points = 54%-41% of students achieve the LAT; 1 Point = 40%-15% of students achieve the LAT; 0 Points = 14%-0% of students achieve the LAT.

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other ELA Teachers not listed above	5) District/regional/BOCES–developed	District Developed Grade and Subject Specific ELA Assessments
All other Math Teachers not listed above	5) District/regional/BOCES–developed	District Developed Grade and Subject Specific Math Assessments
All other Science Teachers not listed above	5) District/regional/BOCES–developed	District Developed Grade and Subject Specific Science Assessments
All other Social Studies Teachers not listed above	5) District/regional/BOCES–developed	District Developed Grade and Subject Specific Social Studies Assessments
All other LOTE Teachers not listed above	5) District/regional/BOCES–developed	District Developed Grade and Subject Specific LOTE Assessments
All other AP Teachers where subject matter is not tested through a Regents Exam	5) District/regional/BOCES–developed	District Developed Grade and Subject Specific AP Assessments
All other Physical Education Teachers not listed above	5) District/regional/BOCES–developed	District Developed Grade and Subject Specific Physical Education Assessments
All Art Teachers not listed above	5) District/regional/BOCES–developed	District Developed Grade and Subject Specific Art Assessments

All Music Teachers not listed above	5) District/regional/BOCES--de veloped	District Developed Grade and Subject Specific Music Assessments
All Technology Teachers not listed above	5) District/regional/BOCES--de veloped	District Developed Grade and Subject Specific Technology Assessments
All Business Teachers not listed above	5) District/regional/BOCES--de veloped	District Developed Grade and Subject Specific Business Assessments
All Home and Careers Teachers not listed above	5) District/regional/BOCES--de veloped	District Developed Grade and Subject Specific Home and Careers Assessments
All Health Teachers not listed above	5) District/regional/BOCES--de veloped	District Developed Grade and Subject Specific Health Assessments
All College-level Teachers where subject matter is not tested through a Regents Exam	5) District/regional/BOCES--de veloped	District Developed Grade and Subject Specific College Course Assessments
All Librarians	5) District/regional/BOCES--de veloped	District Developed Grade and Subject Specific Library Science Assessments
All Self-Contained Special Education Teachers where subject matter is not tested through a State Assessment	5) District/regional/BOCES--de veloped	District Developed Grade and Subject Specific Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For local measures, a percentage distribution for each HEDI category was negotiated. Grade levels and/or departments will create a locally-developed assessment that is rigorous, aligned to Common Core State Standards, and local curricula. A local achievement target (LAT) will be set annually by department, the building principal and the superintendent of schools according to District Performance Goals that have been determined by analyzing all appropriate data. Teacher scores will be based on the percentage of their students who attain the local achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	20 Points = 100%-96 of students achieve the LAT; 19 Points = 95%-90% of students achieve the LAT; 18 Points = 89%-85% of students achieve the LAT;
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points = 84%-82% of students achieve the LAT; 16 Points = 81%-79% of students achieve the LAT; 15 Points = 78%-76% of students achieve the LAT; 14 Points = 75%-73% of students achieve the LAT; 13 Points = 72%-71% of students achieve the LAT;

12 Points = 70%-69% of students achieve the LAT;  
11 Points = 68%-67% of students achieve the LAT;  
10 Points = 66% of students achieve the LAT;  
9 Points = 65% of students achieve the LAT;

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

8 Points = 64%-63% of students achieve the LAT;  
7 Points = 62%-61% of students achieve the LAT;  
6 Points = 60% of students achieve the LAT;  
5 Points = 59%-58% of students achieve theLAT;  
4 Points = 57%-56% of students achieve theLAT;  
3 Points = 55% of students achieve the LAT;

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

2 Points = 54%-41% of students achieve the LAT;  
1 Point = 40%-15% of students achieve the LAT;  
0 Points = 14%-0% of students achieve the LAT.

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.

*(No response)*

### 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.

*None*

### 3.15) Teachers with More Than One Locally Selected Measure

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

*None*

### 3.16) Assurances

Please check all of the boxes below:

3.16) Assurances | Assure the application of locally-developed controls will be rigorous, fair, and transparent.  Checked

3.16) Assurances | Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.  Checked

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

## 4. Other Measures of Effectiveness (Teachers)

Created Monday, May 14, 2012

Updated Friday, August 24, 2012

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### 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]	40
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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.

#### *Other Measures of Teacher Effectiveness*

(A) The District shall assess teachers under this subcomponent as required under §30-2.5(d) of the Commissioner's regulations. This subcomponent score shall be based on multiple measures and aligned with the New York State Teaching standards.

(B) The District shall use the approved teacher rubric entitled Danielson's Framework for Teaching (2011 revised edition).

(C) Multiple observations shall account for 40 of the 60 points under this subpart.

• For tenured teachers, the multiple observations shall consist of one announced formal observation and one unannounced informal

*“walk-through” of no more than 15-20 minutes.*

*i. For the formal observation, the pre-observation conference shall occur within the five (5) school days preceding the observation and shall be worth ten (10) points. The Teacher shall submit to the evaluator the Pre-observation form filled out in its entirety.*

*ii. The observer will utilize the Danielson Framework for Teaching (2011 revised edition) to make judgments during the formal observation session. Scores are calculated by assigning ten (10) points to each of Danielson’s four domains for a total for forty (40) points. The distribution of the ten (10) points among the Elements of each Domain will be decided jointly between the teacher and the observer during the pre-observation conference.*

*iii. The post-observation conference will be worth ten (10) points. The points shall be distributed for completion of the Post-Observation form as well as the submission of additional relevant lesson plans, self-reflections, teacher artifacts, student work, communications with families and colleagues, examples of contributions made to the School community, descriptions of professional development undertaken, etc.*

*iv. No unannounced informal “walk-through” shall be carried out during the first week or the last week of any semester at the secondary level, nor on the two (2) days prior to Thanksgiving, winter or spring breaks, or on the day following these breaks.*

*• For probationary teachers, the multiple observations shall consist of two announced formal observations and two unannounced informal “walk-throughs” of no more than 15-20 minutes.*

*i. The point distribution for the formal observations will be the same as outlined above for tenured teachers. The principal will decide which of the two formal observations conducted shall be counted toward the forty (40) points for this component.*

*(D) Any certified administrator employed by the District can conduct observations of non-tenured and tenured teachers.*

*(E) Teachers shall receive scores and any narrative feedback within ten (10) school days of the actual observation. In the case of formal, announced observations, a post-observation conference will be conducted within ten (10) school days. This timeframe may be waived for a short period of time due to extenuating circumstances if agreed to by both the observer and the teacher.*

*(F) If an evaluator makes a judgment that the overall score places the teacher at the “ineffective” or “developing” level, it is understood that a narrative written feedback shall accompany the score that includes, but is not limited to, feedback which explains the judgment and which offers suggestions for more effective practice.*

*(G) Materials submitted as artifacts shall be retained by the principal until the scoring is complete at which time it will be returned to the teacher. Such materials will not be copied, disseminated or otherwise made public without the teacher’s written agreement.*

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/5091/129313-eka9yMJ855/APPR - 60 Point Scale.pdf](#)

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.

Each sub-component of Danielson's four Domains will be given a 10-Point rating for a total of 40 Points. The pre-conference for the formal (40 minute) observation will be valued at 10 Points, and the post-conference will be worth 10 Points. An unannounced walk-through will be conducted as a means to provide a forum for the observer and teacher to conduct a dialogue regarding effective professional practice. A total combined score of 59 - 60 must be achieved in order to be ranked HIGHLY EFFECTIVE on the HEDI scale.

Effective: Overall performance and results meet NYS Teaching Standards.	Each sub-component of Danielson's four Domains will be given a 10-Point rating for a total of 40 Points. The pre-conference for the formal (40 minute) observation will be valued at 10 Points, and the post-conference will be worth 10 Points. An unannounced walk-through will be conducted as a means to provide a forum for the observer and teacher to conduct a dialogue regarding effective professional practice. A total combined score of 57 - 58 must be achieved in order to be ranked EFFECTIVE on the HEDI scale.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Each sub-component of Danielson's four Domains will be given a 10-Point rating for a total of 40 Points. The pre-conference for the formal (40 minute) observation will be valued at 10 Points, and the post-conference will be worth 10 Points. An unannounced walk-through will be conducted as a means to provide a forum for the observer and teacher to conduct a dialogue regarding effective professional practice. A total combined score of 50 - 56 must be achieved in order to be ranked DEVELOPING on the HEDI scale.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Each sub-component of Danielson's four Domains will be given a 10-Point rating for a total of 40 Points. The pre-conference for the formal (40 minute) observation will be valued at 10 Points, and the post-conference will be worth 10 Points. An unannounced walk-through will be conducted as a means to provide a forum for the observer and teacher to conduct a dialogue regarding effective professional practice. A total combined score of 0 - 49 will result in a HEDI rating of INEFFECTIVE.

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	2
4.6) Observations of Probationary Teachers   Enter Total	4

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 Monday, May 14, 2012

Updated Thursday, August 23, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

##### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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 Monday, May 14, 2012

Updated Friday, August 24, 2012

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### 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/5265/129315-Df0w3Xx5v6/NTA TIP - May 21, 2012.pdf>

#### 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:

*Only unit members who are covered by N.Y. Education Law 3012 ("Covered Unit Members" or "teacher") may appeal the result of a performance review and/or an improvement plan pursuant to the following procedure:*

*A. A Covered Unit Member may challenge only the substance of an APPR, the District's adherence to the statutory standards and methodologies required for such review, the District's compliance with its own procedures and timelines for conducting the APPR and*

*the Regulations of the Commissioner of Education and/or the issuance or implementation of a teacher improvement plan ("TIP"). Such challenge must be submitted in writing to the Administrator performing the review, together with any supporting documentation. The challenge must explain in detail the specific reason(s) for the matter which is the subject of the challenge. A teacher may not file multiple appeals regarding the same APPR or TIP. All grounds for appeal must be raised with specificity within one appeal. Any information obtained in a teacher observation that affects a teacher's rating that has not been shared with the teacher at the time the observation is reviewed with the teacher may not be included in the teacher's summative review. As part of the documentation supporting an appeal, the teacher may also submit mitigating circumstances that he or she believes relevant to the appeal, including but not limited to, class size, students and classes assigned, student attendance, teacher leave time/personal life, new initiatives/requirements and physical environment. Any grounds not raised at the time the appeal is filed shall be deemed waived. All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. In an appeal, the teacher has the burden of demonstrating a legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief. The challenge must be submitted within fifteen school days of the receipt of the APPR and/or TIP which is the subject of the challenge, or other act complained of, or it is deemed waived. For purposes of this Memorandum of Agreement, school days shall exclude the periods of the Winter and Spring recesses. The Administrator involved will schedule a meeting to take place within five (5) school days of his/her receipt of the challenge to discuss the challenge. A Covered Unit Member may select an Association representative to participate in the meeting. Within fifteen school days of the meeting, the Administrator who issued the APPR and/or TIP shall submit to the teacher a detailed written response to the Appeal. The response must include any additional documents or written materials specific to the point(s) of disagreement that support the response and are relevant to the resolution of the appeal. For a tenured teacher who received a rating of "highly effective," or "effective" or a non-tenured teacher who received any rating, including "ineffective," the Administrator's determination shall be final; if that teacher disagrees with the response, the teacher may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review or TIP.*

*B. If a tenured Covered Unit Member received a rating of "ineffective" or "developing" and disagrees with the Administrator's response to the challenge, the teacher may submit the challenge, the Administrator's response, and a written statement explaining in detail the reason(s) for disagreement with the response to a Professional Standards Review Panel ("PSRP"), comprised of two (2) District administrators (other than the initial evaluator) and two (2) representatives of the NTA. Within ten (10) school days of its receipt of same, the PSRP shall review the entire record of the appeal and decide whether the APPR and/or associated process had been followed, and if not, whether such non-compliance had a negative impact on the APPR or TIP. If the PSRP finds that the APPR and/or associated process was followed properly, or that any non-compliance had no negative impact on the APPR or TIP, then the initial determination will be sustained. Otherwise, an appeal can be taken to the Superintendent of Schools within seven (7) school days of receipt of the PSRP's decision. A meeting with the Superintendent will be scheduled to take place within five (5) school days to discuss the appeal. The tenured Covered Unit Member may select an Association representative to participate in the meeting. In resolving any appeal hereunder, among other things, the Superintendent will have the discretion to award any points lost to a teacher by reason of a procedural error committed by an Administrator during the APPR process. The Superintendent shall render a final determination on the challenge within ten school days thereafter.*

*c. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to any such challenge or determination. The teacher, of course, retains any defenses he or she may have in the event the APPR or TIP is utilized in a subsequent 3020-a proceeding. Annual professional performance reviews shall be a significant factor for employment decisions including but not limited to: promotion, retention, tenure determination, termination, and supplemental compensation. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher at any time including during the pendency of an appeal hereunder other than the teacher's performance that is the subject of the appeal, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement.*

## 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.

*The building principal is the lead evaluator of all teachers. He/She has received training through the Orleans-Niagara BOCES Network Team, based on their training at SED. The series of training sessions focused on:*

- 1) NYS Teaching and Leadership Standards, and their related functions.*
- 2) Evidence-based observation techniques that are grounded in research.*
- 3) Application and use of the student growth percentile model and the value-added growth model.*
- 4) The application and use of the State-approved teacher and principal rubrics selected by the District.*
- 5) The application and use of assessment tools that the District will use to evaluate the principals.*

- 6) *The application and use of State-approved locally selected measures of student achievement.*
- 7) *The use of the Statewide Instructional Reporting System.*
- 8) *The scoring methodology utilized by the State Education Department, including how scores are generated, the composite effectiveness score, and the application and use of the scoring ranges by the Commissioner for the four designated rating categories used for the principal's overall rating, as well as their subcomponent ratings.*
- 9) *Specific considerations in evaluating principals of English Language Learners and Students with Disabilities.*

*The training was held in half-day sessions throughout the 2011-2012 school year, for a total of 15 contact hours to date.*

*The District will fully participate in the Orleans-Niagara BOCES training for continued certification and re-certification as needed.*

*The Superintendent of Schools, along with the Director of Curriculum, Instruction, Assessment and Technology, will be responsible for inter-rater reliability. Together they will review all summative assessments for teachers throughout the District, focusing on the evidence presented in the building principals' classroom observation documents (i.e. the Danielson Framework).*

*The Superintendent of Schools formally certifies each building principal as a lead evaluator based on evidence of his/her participation in mandated training. The Board of Education then accepts and approves the Superintendent's recommendations for certification. All building principals will be recertified each year at the annual Reorganization Meeting of the Board of Education.*

## 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 Monday, May 14, 2012  
Updated Friday, August 24, 2012

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## 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):

1-4
5-8
9-12
(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	District, regional, or BOCES-developed	District Developed Kindergarten ELA and Math Assessments
Grade 1	District, regional, or BOCES-developed	District Developed First Grade ELA and Math Assessment
Grade 2	District, regional, or BOCES-developed	District Developed Second Grade ELA and Math Assessments
Grade 3	State assessment	NYS Assessments in ELA and Math for Third Grade

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.	Taking into account the SED preset scales, a point distribution for each rating category was negotiated. Percentages are based on the percent of students reaching their respective "Student Learning Objectives."
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	20 Points = 100%-97% 19 Points = 96-94% 18 Points = 93%-90%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 Points = 89%-86% 16 Points = 85%-84% 15 Points = 83%-82% 14 Points = 81%-80% 13 Points = 79%-78% 12 Points = 77%-76% 11 Points = 75%-74% 10 Points = 73%-72% 9 Points = 71%-70%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 Points = 69%-68% 7 Points = 67%-66% 6 Points = 65%-64%

5 Points = 63%-62%

4 Points = 61%

3 Points = 60%

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

2 Points = 59%-51%

1 Point = 50%-41%

0 Points = 40%-0%

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

(No response)

### 7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in 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 for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	Checked

7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
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 Monday, May 14, 2012

Updated Friday, August 24, 2012

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## Page 1

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

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

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

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

### 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
1-4	(d) measures used by district for teacher evaluation	District Developed Grade 4 ELA and Math Assessments
5-8	(d) measures used by district for teacher evaluation	District Developed Grade 5, Grade 6, Grade 7 and Grade 8 ELA and Math Assessments
9-12	(d) measures used by district for teacher evaluation	District Developed Assessments for Ninth Grade Algebra, Tenth Grade Geometry, and Eleventh Grade Algebra 2/Trig.
9-12	(d) measures used by district for teacher evaluation	District Developed Assessments for Ninth Grade Earth Science, Tenth Grade Living Environment, Eleventh Grade Chemistry and Twelfth Grade Physics
9-12	(d) measures used by district for teacher evaluation	District Developed Assessments for Eleventh Grade ELA
9-12	(d) measures used by district for teacher evaluation	District Developed Assessments for Tenth Grade Global Studies 2, and Eleventh Grade American History

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>Principals in buildings that house Grades 4-12 in any configuration will earn points on the HEDI rating categories based on local achievement targets (LAT) in the following areas: Grades 4-8 ELA and Math; and any course where the summative assessment is a Regents Exam.</p> <p>For local achievement measures in Grades 4-12, a target of Proficiency will be set. Proficiency is defined as a score of 3 or higher on a 4-point scale, or a score of 65% or higher on a 100-point scale.</p>
--	--

Principals will be assigned HEDI points by dividing the number of students who meet or exceed their local achievement target by the total number of students assigned a local achievement target.

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

15 = 100%-90% of students achieve their LAT  
14 = 89%-85% of students achieve their LAT

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

13 = 84%-80% of students achieve their LAT  
12 = 79%-75% of students achieve their LAT  
11 = 74%-70% of students achieve their LAT  
10 = 69%-68% of students achieve their LAT  
9 = 67%-66% of students achieve their LAT  
8 = 65% of students achieve their LAT

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

7 = 64%-63% of students achieve their LAT  
6 = 62%-61% of students achieve their LAT  
5 = 60%-58% of students achieve their LAT  
4 = 57%-56% of students achieve their LAT  
3 = 55% of students achieve their LAT

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

2 = 54%-41% of students achieve their LAT  
1 = 40%-15% of students achieve their LAT  
0 = 14%-0% of students achieve their LAT

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.

*(No response)*

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

**In the table below, list all of the grade configurations 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	(d) measures used by district for teacher evaluation	District Developed Kindergarten Assessments in ELA and Math
1-4	(d) measures used by district for teacher evaluation	District Developed First, Second and Third Grade Assessments in ELA and Math

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.	Principals in buildings that house Grades K-3 in any configuration will earn points on the HEDI rating categories based on local achievement targets (LAT) in the following areas: Grades K-3 ELA and Math.  For local achievement measures in Grades K-3, a target of Proficiency will be set. Proficiency is defined as a score of 3 or higher on a 4-point scale, or a score of 65% or higher on a 100-point scale.  Principals will be assigned HEDI points by dividing the number of students who meet or exceed their local achievement target by the total number of students assigned a local achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 = 100%-96% of students achieve their LAT 19 = 95%-90% of students achieve their LAT 18 = 89%-85% of students achieve their LAT
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 = 84%-82% of students achieve their LAT 16 = 81%-79% of students achieve their LAT 15 = 78%-76% of students achieve their LAT 14 = 75%-73% of students achieve their LAT 13 = 72%-71% of students achieve their LAT 12 = 70%-69% of students achieve their LAT 11 = 68%-67% of students achieve their LAT 10 = 66% of students achieve their LAT 9 = 65% of students achieve their LAT
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 = 64%-63% of students achieve their LAT 7 = 62%-61% of students achieve their LAT 6 = 60% of students achieve their LAT 5 = 59%-58% of students achieve their LAT 4 = 57%-56% of students achieve their LAT 3 = 55% of students achieve their LAT
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 = 54%-41% of students achieve their LAT 1 = 40%-15% of students achieve their LAT 0 = 14%-0% of students achieve their LAT

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

*(No response)*

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

*(No response)*

### 8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in 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.

*(No response)*

#### 8.4) Principals with More Than One Locally Selected Measure

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

*None*

#### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Monday, May 14, 2012  
Updated Friday, August 24, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

### 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.

(No response)

(No response)

(No response)

### 9.6) Assurances

Please check all of the boxes below:

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

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

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

*The sub-categories of the Multidimensional Principal Performance Rubric have been weighted to differentiate among the elements of each domain. These sub-categories have been assigned a point value of either 3 or 4 depending on the agreed upon "weight" of each. The Domains and their corresponding weighted point values are as follows:*

### *Domain #1 - Shared Vision of Learning*

- (a) Culture = 3 Points*
- (b) Sustainability = 3 Points*

### *Domain #2 - School Culture and Instructional Programs*

- (a) Culture = 4 Points*
- (b) Instructional Program = 4 Points*
- (c) Capacity Building = 4 Points*
- (d) Sustainability = 3 Points*
- (e) Strategic Planning Process = 3 Points*

### *Domain #3 - Safe, Efficient, Effective Learning Environment*

- (a) Capacity Building = 4 Points*
- (b) Culture = 4 Points*
- (c) Sustainability = 3 Points*
- (d) Instructional Program = 4 Points*

### *Domain #4 - Community*

- (a) Strategic Planning Process = 3 Points*
- (b) Culture = 3 Points*
- (c) Sustainability = 3 Points*

### *Domain #5 - Integrity, Fairness and Ethics*

- (a) Sustainability = 3 Points*
- (b) Culture = 3 Points*

### *Domain #6 Political, Social, Economic, Legal and Cultural Context*

- (a) Sustainability = 3 Points*
- (b) Culture = 3 Points*

*All sub-category points add up to a total of 60 points.*

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

*(No response)*

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

Highly Effective: Overall performance and results exceed standards.	Principal receives a total score between 54-60 points on the sub-categories listed above.
Effective: Overall performance and results meet standards.	Principal receives a total score between 42-53 points on the sub-categories listed above.
Developing: Overall performance and results need improvement in order to meet standards.	Principal receives a total score between 36-41 points on the sub-categories listed above.
Ineffective: Overall performance and results do not meet standards.	Principal receives a total score between 0-35 points on the sub-categories listed above.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	42-53
Developing	36-41
Ineffective	0-35

## 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 Monday, May 14, 2012

Updated Friday, August 24, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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	54-60
Effective	42-53
Developing	36-41
Ineffective	0-35

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 Monday, May 14, 2012  
Updated Friday, August 24, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/129323-Df0w3Xx5v6/PIP - Principal Improvement Plan.doc>

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*2.9.2 Where and to the extent applicable, the Annual Professional Performance Review of unit members shall be a significant factor for employment decisions and administrator development, including, but not limited to, promotion, retention, tenure determination, termination, and supplemental compensation. All decisions regarding selection of persons for hire, promotion, retention, termination, supplemental compensation and granting of tenure are reserved to the discretion of the District, and any such decisions, and any decisions or actions made or taken under this Section, shall be exempt from and not subject to the grievance and arbitration provisions of Article VI in this Agreement.*

2.9.3 A unit member who received an "ineffective" or "developing" rating and disagrees with that determination may challenge only the substance of an Annual Professional Performance Review, the District's adherence to the standards and methodologies required for such review, and the District's compliance with its procedures for conducting the Annual Professional Performance Review ("APPR"), or its issuance and/or implementation of the terms of a Principal Improvement Plan ("PIP"). Such challenge must be submitted in writing to the Superintendent, who, in turn, will submit it within (10) school days to an Appeal Panel comprised of one person designated by the Superintendent, one person designated by the Association President and one person designated by the District Superintendent of the Orleans-Niagara Supervisory District. The person designated by the District Superintendent must not be an active employee of the Orleans-Niagara BOCES or any of its component Districts. The writing must explain in detail the specific basis for the challenge. The challenge must be submitted within five (5) school days of the issuance of the Annual Professional Performance Review or Principal Improvement Plan, or other act under this paragraph that is the subject of the challenge, or it will be deemed to have been waived. Within ten (10) school days of receipt of the challenge, the Panel shall submit a written determination of the challenge. The absence of such a determination shall be deemed a denial of the challenge. If the unit member disagrees with the determination of the Panel, he or she may submit a copy of the challenge, the determination, and a written statement explaining in detail the basis for disagreement with the determination, to the Superintendent of Schools within five (5) school days of the date of the determination. The Superintendent shall render a final determination on the challenge within ten (10) school days thereafter. The determination of the Superintendent shall be final. In all other cases, the determination of the Panel shall be final.

2.9.4 In cases in which charges of incompetence are brought under New York Education Law Section 3020-a against a tenured building principal based solely upon an allegation of a pattern of ineffective performance as defined herein, such a pattern of ineffective performance shall constitute very significant evidence of incompetence that may form the basis for just cause removal of the building principal. A pattern of ineffective performance is defined to mean two consecutive annual ineffective ratings received by a building principal pursuant to annual professional performance reviews.

2.9.5 Where charges of incompetence are brought based solely upon a pattern of ineffective performance of a building principal, the hearing shall be conducted before and by a single hearing officer in an expedited hearing, as provided for under Education Law 3020-a. In the event of any extension beyond the time limits contained in said 3020-a for the conduct of said hearing, other than are initiated by the District, a building principal on suspension shall continue in such status, without pay.

2.9.6 Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary administrator at any time, including during the pendency of an appeal hereunder, other than the administrator's performance that is the subject of the appeal, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement.

## 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.

*The Superintendent is the lead evaluator of all principals. She has received training through the Orleans-Niagara BOCES Network Team, based on their training at SED. The series of training sessions focused on:*

- 1) NYS Teaching and Leadership Standards, and their related functions.
- 2) Evidence-based observation techniques that are grounded in research.
- 3) Application and use of the student growth percentile model and the value-added growth model.
- 4) The application and use of the State-approved teacher and principal rubrics selected by the District.
- 5) The application and use of assessment tools that the District will use to evaluate the principals.
- 6) The application and use of State-approved locally selected measures of student achievement.
- 7) The use of the Statewide Instructional Reporting System.
- 8) The scoring methodology utilized by the State Education Department, including how scores are generated, the composite effectiveness score, and the application and use of the scoring ranges by the Commissioner for the four designated rating categories used for the principal's overall rating, as well as their subcomponent ratings.
- 9) Specific considerations in evaluating principals of English Language Learners and Students with Disabilities.

*The training was held in half-day sessions throughout the 2011-2012 school year, for a total of 15 contact hours to date.*

*Inter-rater reliability will not be an issue because the Superintendent will be evaluating all principals throughout the District utilizing*

*the training provided by the Orleans-Niagara BOCES Network Team.*

*The Superintendent will submit a log of all training hours to the Board of Education in June of each school year. If evidence of continued professional development regarding all aspects of APPR is demonstrated, the Superintendent will then be officially appointed as the lead evaluator of all principals at the annual Reorganization Meeting of the Board of Education held in July of each school year.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Monday, May 14, 2012

Updated Friday, August 24, 2012

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### Page 1

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

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

<assets/survey-uploads/5581/129317-3Uqgn5g9Iu/DISTRICT CERTIFICATION FORM - AUGUST 24, 2012.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.

### Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	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
<b>Developing 50-56</b>		
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
<b>Effective 57-58</b>		
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
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

## VIII. TEACHER IMPROVEMENT PLAN

In instances where an evaluator has significant concerns based on administrative observation, and for those staff members who receive a rating based on their total composite score of "ineffective," the following steps will be taken:

- ◆ The evaluator will notify the staff member that the staff member has demonstrated performance in need of improvement.
- ◆ The evaluator in collaboration with the staff member will develop the Teacher Improvement Plan ("TIP") as soon as practicable, but for those TIPS resulting from an APPR rating of developing or ineffective, no later than ten days after the date on which staff members are required to report prior to the opening of classes for the subsequent school year. The staff member will be given the opportunity to have a Newfane Teachers Association ("NTA") representative present.
- ◆ The Superintendent of Schools will be notified of the need for the Teacher Improvement Plan. The President of the NTA shall also be notified, if the staff member gives written permission.
- ◆ This plan must be placed on the attached Teacher Improvement Plan form.
- ◆ The plan must include:
  - Identification of needed areas of improvement
  - A timeline for achieving improvement
  - The manner in which improvement will be assessed
  - Where appropriate, differentiated activities to support a teacher's improvement in those areas.
- ◆ The differentiated activities should directly address the resolution of the identified concerns. Examples of assistance that can be prescribed include, but are not limited to, the following:
  - = Experts in the particular curriculum, instructional, or leadership area

= Administrators

= Course at BOCES, the Teacher Center, or outside colleges and universities

= Colleagues

= Department Chairs

= Self-assessment

- ◆ When the evaluator has determined that the staff member has shown progress in one or more stated areas of improvement identified in the TIP, a written statement to that effect by the evaluator will be added to the TIP document.
- ◆ If no progress is demonstrated, a statement to that effect will be placed on the TIP document. If necessary, an alternative plan may be developed with a recommendation for further action.
- ◆ The implementation of a TIP as it relates to specific individuals should be a confidential one. It will become part of the staff member's personnel file as do all observations and year-end evaluations. Both the staff member and the evaluator must commit to a collaborative process to insure needed improvement and professional growth.

**TEACHER IMPROVEMENT PLAN**

Staff Member \_\_\_\_\_ Evaluator Name \_\_\_\_\_

Building \_\_\_\_\_ Assignment \_\_\_\_\_ Date \_\_\_\_\_

Association Representative (if applicable) \_\_\_\_\_

Areas in Need of Improvement

Activities to Support Improvement

Timeline for Achieving Improvement

Manner in Which Improvement Will be Assessed

Signature of Staff Member \_\_\_\_\_ Date \_\_\_\_\_

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

## **PRINCIPAL IMPROVEMENT PLAN**

In instances where an evaluator has significant concerns based on administrative observation, and for those staff members who receive a rating based on their total composite score of “ineffective” or “developing”, the following steps will be taken:

- ◆ The Superintendent will notify the Principal that the staff he/she has demonstrated performance in need of improvement.
- ◆ The Superintendent in collaboration with the Principal will develop the Principal Improvement Plan (“PIP”) as soon as practicable, but for those PIPS resulting from an APPR rating of “developing” or “ineffective,” no later than ten school days after the date on which staff members are required to report prior to the opening of classes for the subsequent school year. The Principal will be given the opportunity to have a Newfane Administrative Council (“NAC”) representative present.
- ◆ The President of NAC will be notified of the need for the Principal Improvement Plan if the Principal gives written permission.
- ◆ This plan must be placed on the attached NAC Principal Improvement Plan form.
- ◆ The plan must include:
  - Identification of needed areas of improvement
  - A timeline for feedback and achieving improvement
  - The manner in which improvement will be assessed
  - Where appropriate, differentiated activities and any resources to support a principal’s improvement in those areas.
- ◆ The differentiated activities should directly address the resolution of the identified concerns. Examples of assistance that can be prescribed include, but are not limited to, the following:
  - Experts in the particular curriculum, instructional, or leadership area
  - Course at BOCES, the Teacher Center, or outside colleges and universities
  - Colleagues
  - Self-assessment
- ◆ When the Superintendent has determined that the Principal has shown progress in one or more stated areas of improvement identified in the PIP, a written statement to that effect by the evaluator will be added to the PIP document.

- ◆ If no progress is demonstrated, a statement to that effect will be placed on the PIP document. If necessary, an alternative plan may be developed with a recommendation for further action.
- ◆ The implementation of a PIP as it relates to specific individuals should be a confidential one. It will become part of the Principal's personnel file as do all observations and year-end evaluations. Both the Principal and the Superintendent must commit to a collaborative process to insure needed improvement and professional growth.

**PRINCIPAL IMPROVEMENT PLAN**

Principal \_\_\_\_\_ Superintendent \_\_\_\_\_

Building \_\_\_\_\_ Date \_\_\_\_\_

Association Representative (if applicable) \_\_\_\_\_

---

Areas in Need of Improvement

---

Activities and Any Resources to Support Improvement

---

Timeline for Feedback and Achieving Improvement

---

Manner in Which Improvement Will be Assessed

---

Signature of Principal \_\_\_\_\_ Date \_\_\_\_\_

Signature of Superintendent \_\_\_\_\_ 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:

*Christine J. Tubetta*                      8/22/2012

Teachers Union President Signature:    Date:

*Ray A. [Signature]*                      8/22/2012

Administrative Union President Signature:    Date:

*Thomas Adams*                      8/22/2012

Board of Education President Signature:    Date:

*Joe E. Lino*                      8/24/2012