



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

Commissioner of Education
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October 29, 2014

Revised

Gregory J. Woytila, Superintendent
North Tonawanda City School District
175 Humphrey Street
North Tonawanda, 14120-4097

Dear Superintendent Woytila:

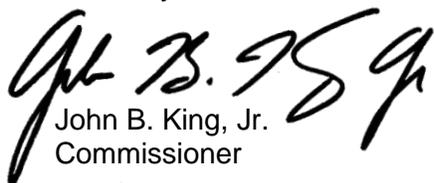
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Dr. Clark Godshall

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, September 25, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 400900010000

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

400900010000

1.2) School District Name: NORTH TONAWANDA CITY SD

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

NORTH TONAWANDA CITY SD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Wednesday, October 15, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	North Tonawanda District created Grade K ELA assessment
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	STAR Early Literacy Enterprise
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	STAR Reading Enterprise

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

For students using the STAR reading/ early literacy enterprise assessment, students will have individual student growth targets established by STAR based on baseline data. Based on the percentage of students who meet or exceed their target a corresponding 0 - 20 HEDI score will result. For grade K, the district has established scoring bands to individual student results from the baseline assessment that are rigorous and have been approved by the Superintendent.

Students will be expected to achieve the target score. The number of students meeting and exceeding the target will be counted and converted to a percent (see attached). The percent will then be converted to HEDI. All targets established represent growth targets in which every student will be expected to show growth across the school year. Based on the percentage of students meeting/exceeding their growth target, a corresponding HEDI score will result.

For grade 3, teachers will administer a baseline assessment and commit to progress monitoring five times in both mathematics and ELA between the baseline and mid-term assessment dates. The STAR generated predictor scores are each student's individual target for the state assessment. Teachers HEDI scores are calculated based upon how many students meet their target. The targets are rigorous and approved by the Superintendent.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	If 85% - 100% of their students meet their individual targets they will fall in the 18 - 20 point range
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	If 65% - 84% of their students meet their individual targets they will fall in the 9-17 point range
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	If 26% - 64% of their students meet their individual targets they will fall in the 3 - 8 point range
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	If 0% - 25% of their students meet their individual targets they will fall in the 0 - 2 point range.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	North Tonawanda district created Grade K math assessment
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	STAR Math Enterprise
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	STAR Math Enterprise

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	For students using the STAR math enterprise assessment, students will have individual student growth targets established by STAR based on baseline data. Based on the percentage of
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2.11, below.

students who meet or exceed their target a corresponding 0 - 20 HEDI score will result.
 For grade K, the district has established scoring bands to individual student results from the baseline assessment that are rigorous and have been approved by the Superintendent. Students will be expected to achieve the target score. The number of students meeting and exceeding the target will be counted and converted to a percent (see attached). The percent will then be converted to HEDI. All targets established represent growth targets in which every student will be expected to show growth across the school year. Based on the percentage of students meeting/exceeding their growth target, a corresponding HEDI score will result.
 For grade 3, teachers will administer a baseline assessment and commit to progress monitoring five times in both mathematics and ELA between the baseline and mid-term assessment dates. The STAR generated predictor scores are each student's individual target for the state assessment. Teachers HEDI scores are calculated based upon how many students meet their target. The targets are rigorous and approved by the Superintendent.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	If 85% - 100% of their students meet their individual targets they will fall in the 18 - 20 point range
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	If 65% - 84% of their students meet their individual targets they will fall in the 9-17 point range
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	If 26% - 64% of their students meet their individual targets they will fall in the 3 - 8 point range
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	If 0% - 25% of their students meet their individual targets they will fall in the 0 - 2 point range.

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	North Tonawanda District Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	North Tonawanda District Developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	Each teacher will develop SLO's with pre and post assessments. The students' will have an expected level of performance. The district has established scoring bands to individual student
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2.11, below.	results from the baseline assessment that are rigorous and have been approved by the Superintendent. Students will be expected to achieve the target score. The number of students meeting and exceeding the target will be counted and converted to a percent (see attached). The percent will then be converted to HEDI. All targets established represent growth targets in which every student will be expected to show growth across the school year.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	If 85% - 100% of their students meet their individual targets they will fall in the 18 - 20 point range
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	If 65% - 84% of their students meet their individual targets they will fall in the 9-17 point range
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	If 26% - 64% of their students meet their individual targets they will fall in the 3 - 8 point range
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	If 0% - 25% of their students meet their individual targets they will fall in the 0 - 2 point range.

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	North Tonawanda District Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	North Tonawanda District Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	North Tonawanda District Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLO's with pre and post assessments. The students' will have an expected level of performance. The district has established scoring bands to individual student results from the baseline assessment that are rigorous and have been approved by the Superintendent. Students will be expected to achieve the target score. The number of students meeting and exceeding the target will be counted and converted to a percent (see attached). The percent will then be converted to HEDI. All targets established represent growth targets in which every student will be expected to show growth across the school year.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If 85% - 100% of their students meet their individual targets they will fall in the 18 - 20 point range
Effective (9 - 17 points) Results meet District goals for similar students.	If 65% - 84% of their students meet their individual targets they will fall in the 9-17 point range
Developing (3 - 8 points) Results are below District goals for similar students.	If 26% - 64% of their students meet their individual targets they will fall in the 3 - 8 point range

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

If 0% - 25% of their students meet their individual targets they will fall in the 0 - 2 point range.

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	North Tonawanda District Developed Global I Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLO's with pre and post assessments. The students' will have an expected level of performance. The district has established scoring bands to individual student results from the baseline assessment that are rigorous and have been approved by the Superintendent. Students will be expected to achieve the target score. The number of students meeting and exceeding the target will be counted and converted to a percent (see attached). The percent will then be converted to HEDI. All targets established represent growth targets in which every student will be expected to show growth across the school year.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If 85% - 100% of their students meet their individual targets they will fall in the 18 - 20 point range
Effective (9 - 17 points) Results meet District goals for similar students.	If 65% - 84% of their students meet their individual targets they will fall in the 9-17 point range
Developing (3 - 8 points) Results are below District goals for similar students.	If 26% - 64% of their students meet their individual targets they will fall in the 3 - 8 point range
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If 0% - 25% of their students meet their individual targets they will fall in the 0 - 2 point range.

2.7) High School Science Regents Courses

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

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

Science Regents Courses	Assessment
-------------------------	------------

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLO's with pre and post assessments. The students' will have an expected level of performance. The district has established scoring bands to individual student results from the baseline assessment that are rigorous and have been approved by the Superintendent. Students will be expected to achieve the target score. The number of students meeting and exceeding the target will be counted and converted to a percent (see attached). The percent will then be converted to HEDI. All targets established represent growth targets in which every student will be expected to show growth across the school year.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If 85% - 100% of their students meet their individual targets they will fall in the 18 - 20 point range
Effective (9 - 17 points) Results meet District goals for similar students.	If 65% - 84% of their students meet their individual targets they will fall in the 9-17 point range
Developing (3 - 8 points) Results are below District goals for similar students.	If 26% - 64% of their students meet their individual targets they will fall in the 3 - 8 point range
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If 0% - 25% of their students meet their individual targets they will fall in the 0 - 2 point range.

2.8) High School Math Regents Courses

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

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

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

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

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

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

In our common core course, we will use the NYS Common Core Algebra Regents. Each teacher will develop SLO's with pre and post assessments. The students will have an expected level of performance. The district has established scoring bands to individual student results from the baseline assessment that are rigorous and have been approved by the Superintendent. Students will be expected to achieve the target score. The number of students meeting and exceeding the target will be counted and converted to a percent (see attached). The percent will then be converted to HEDI. All targets established represent growth targets in which every student will be expected to show growth across the school year. For Geometry, students in common core courses will take the common core Regents and will have the option of taking the Regents aligned to the 2005 standards. In the event that a student chooses to take both assessments, the District will use the higher of both scores for APPR purposes.

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

If 85% - 100% of their students meet their individual targets they will fall in the 18 - 20 point range

Effective (9 - 17 points) Results meet District goals for similar students.

If 65% - 84% of their students meet their individual targets they will fall in the 9-17 point range

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

If 26% - 64% of their students meet their individual targets they will fall in the 3 - 8 point range

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

If 0% - 25% of their students meet their individual targets they will fall in the 0 - 2 point range.

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	State approved 3rd party assessment	STAR Reading Enterprise
Grade 10 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 11 ELA	Regents assessment	New York State Common Core English Regents

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

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

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

For students using the STAR reading/ early literacy enterprise assessment, students will have individual student growth targets established by STAR based on baseline data. Based on the percentage of students who meet or exceed their target a corresponding 0 - 20 HEDI score will result. For students using the NYS regents the individual growth

targets are rigorous and approved by the Superintendent. Each teacher will develop SLO's with pre and post assessments. The students' will have an expected level of performance. Based on the percentage of students who meet or exceed their individual growth target, a corresponding 0 - 20 HEDI score will result.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If 85% - 100% of their students meet their individual targets they will fall in the 18 - 20 point range
Effective (9 - 17 points) Results meet District goals for similar students.	If 65% - 84% of their students meet their individual targets they will fall in the 9-17 point range
Developing (3 - 8 points) Results are below District goals for similar students.	If 26% - 64% of their students meet their individual targets they will fall in the 3 - 8 point range
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If 0% - 25% of their students meet their individual targets they will fall in the 0 - 2 point range.

2.10) All Other Courses

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

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

Course(s) or Subject(s)	Option	Assessment
All other Elementary Courses K-6	District, Regional or BOCES-developed	North Tonawanda District Developed Course Specific Assesment
All other Middle School Courses 7 - 8	District, Regional or BOCES-developed	North Tonawanda District Developed Course Specific Assesment
All other High School Courses 9 - 12	District, Regional or BOCES-developed	North Tonawanda District Developed Course Specific Assesment
LOTE	District, Regional or BOCES-developed	Orleans/Niagara BOCES Regionally Developed Course Specific Assessment
English 12 (non-Regents)	Grades 3 and up: State-approved 3rd party assessment	STAR Reading enterprise
English Electives	Grades 3 and up: State-approved 3rd party assessment	STAR Reading enterprise
ESL	State Assessment	NYSESLAT
Remedial - not ending in a state assessment	Grades 3 and up: State-approved 3rd party assessment	STAR Reading Enterprise and STAR Math Enterprise
AP English Grade 11	State Assessment	NYS Common Core English Regents
All Grade 4 - 8 ELA and Math Teachers who do not receive a SPGS	State Assessment	All applicable grade 4-8 State Assessments

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For courses ending in a third party assessment- For students using the third party assessment, students will have individual student growth targets established by STAR based on baseline data. Based on the percentage of students who meet or exceed their target a corresponding 0 - 20 HEDI score will result. For all other courses, teachers in collaboration with principals will create individual student growth targets using baseline data. Based on the percentage of students meeting/exceeding their growth target, a corresponding HEDI score will result. The targets are rigorous and approved by the Superintendent.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>If 85% - 100% of their students meet their individual target they will fall in the 18 - 20 point range</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>If 65% - 84% of their students meet their individual target they will fall in the 9-17 point range</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>If 26% - 64% of their students meet their individual target they will fall in the 3 - 8 point range</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>If 0% - 25% of their students meet their individual target they will fall in the 0 - 2 point range.</p>

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/563287-TXEttx9bQW/Task 2 - edited on 10-10-14 state explanation HEDI scale only.docx

2.12) Locally Developed Controls

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

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

We will not be making any adjustments, controls, or other special considerations for any other area.

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher

with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, October 28, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 3-6, New York State Science Assessment Grade 4
5	6(ii) School wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 3-6, New York State Science Assessment Grade 4
6	6(ii) School wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 3-6, New York State Science Assessment Grade 4
7	6(ii) School wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 7-8, New York State Science Assessment Grade 8
8	6(ii) School wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 7-8, New York State Science Assessment Grade 8

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.	* SEE ATTACHMENT FOR FULL EXPLANATION OF ALL POINTS EARNED FOR VALUE ADDED AND OTHERS. Grades 4 -6 Performance Index is a district-developed, building wide performance index for ELA, Science, and Mathematics
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A formula will be developed as follows:
 Step 1: ELA PI + Math PI + Science = ____:600
 Step 2: Divide total score by 600
 Step 3: Multiply by 15 (or 20 if no VA)
 Step 4: Round to equate to HEDI score

Grades 7 - 8

Performance Index is a district-developed, building wide performance index for ELA, Science, and Mathematics

A formula will be developed as follows:

Step 1: ELA PI + Math PI + Science PI = ____:600

Step 2: Divide total score by 600

Step 3: Multiply by 15 (or 20 if no VA)

Step 4: Round to equate to HEDI score

See attachment in task 3.13 for full explanation of all points earned for value added and all others.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 14 and 15, teachers are highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 8-13, teachers are effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 3-7, teachers are developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 0-2, teachers are ineffective.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 3-6, New York State Science Assessment Grade 4
5	6(ii) School wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 3-6, New York State Science Assessment Grade 4
6	6(ii) School wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 3-6, New York State Science Assessment Grade 4
7	6(ii) School wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 7-8, New York State Science Assessment Grade 8
8	6(ii) School wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 7-8, New York State Science Assessment Grade 8

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Grades 4 -6 Performance Index is a district-developed, building wide performance index for ELA, Science, and Mathematics A formula will be developed as follows: Step 1: ELA PI + Math PI + Science = ____:600 Step 2: Divide total score by 600 Step 3: Multiply by 15 (by 20 if no VA) Step 4: Round to equate to HEDI score</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>After the ELA PI, Math PI and science PI are calculated and they yield a score of 14 and 15, teachers are highly effective.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>After the ELA PI, Math PI and science PI are calculated and they yield a score of 8-13, teachers are effective.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>After the ELA PI, Math PI and science PI are calculated and they yield a score of 3-7, teachers are developing.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>After the ELA PI, Math PI and science PI are calculated and they yield a score of 0-2, teachers are ineffective.</p>

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 3-6, New York State Science Assessment Grade 4
1	6(ii) School-wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 3-6, New York State Science Assessment Grade 4
2	6(ii) School-wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 3-6, New York State Science Assessment Grade 4
3	6(ii) School-wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 3-6, New York State Science Assessment Grade 4

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>* In task 3.13 SEE ATTACHMENT FOR FULL EXPLANATION OF ALL POINTS EARNED FOR VALUE ADDED AND ALL OTHERS. Performance Index is a district-developed, building wide performance index for ELA, Science, and Mathematics</p> <p>A formula will be developed as follows: Step 1: ELA PI + Math PI + Science PI = ____:600 Step 2: Divide total score by 600 Step 3: Multiply by 20 Step 4: Round to equate to HEDI score</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>After the ELA PI, Math PI and Science PI are calculated and they yield a score of 18-20, teachers are highly effective.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>After the ELA PI, Math PI and Science PI are calculated and they yield a score of 9-17 teachers are effective.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>After the ELA PI, Math PI and Science PI are calculated and they yield a score of 3-8, teachers are developing.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>After the ELA PI, Math PI and Science PI are calculated and they yield a score of 0-2, teachers are ineffective.</p>

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 3-6, New York State Science Assessment Grade 4
1	6(ii) School-wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 3-6, New York State Science Assessment Grade 4
2	6(ii) School-wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 3-6, New York State Science Assessment Grade 4
3	6(ii) School-wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 3-6, New York State Science Assessment Grade 4

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.	Performance Index is a district-developed, building wide performance index for ELA, Science, and Mathematics A formula will be developed as follows: Step 1: ELA PI + Math PI + Science PI = ____:600 Step 2: Divide total score by 600 Step 3: Multiply by 20 Step 4: Round to equate to HEDI score See attachment in task 3.13 for full explanation of all points earned for value added and all others.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 18-20, teachers are highly effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 9-17 teachers are effective.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 3-8, teachers are developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 0-2, teachers are ineffective.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 3-6, New York State Science Assessment Grade 4
7	6(ii) School wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 7-8, New York State Science Assessment Grade 8
8	6(ii) School wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 7-8, New York State Science Assessment Grade 8

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.	Performance Index for grade 6 is a district-developed, building wide performance index for ELA, Science, and Mathematics A formula will be developed as follows: Step 1: ELA PI + Math PI + Science PI = ____:600 Step 2: Divide total score by 600 Step 3: Multiply by 20 Step 4: Round to equate to HEDI score Grades 7 & 8 Performance Index is a district-developed, building wide performance index for ELA, Science, and Mathematics A formula will be developed as follows:
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Step 1: ELA PI + Math PI + Science PI = ____:600
 Step 2: Divide total score by 600
 Step 3: Multiply by 20
 Step 4: Round to equate to HEDI score
 See attachment in task 3.13 for full explanation of all points earned for value added and all others.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 18-20, teachers are highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 9-17 teachers are effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 3-8, teachers are developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 0-2, teachers are ineffective.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 3-6, New York State Science Assessment Grade 4
7	6(ii) School wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 7-8, New York State Science Assessment Grade 8
8	6(ii) School wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 7-8, New York State Science Assessment Grade 8

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.	<p>Grade 6: Performance Index is a district-developed, building wide performance index for ELA, Science, and Mathematics A formula will be developed as follows: Step 1: ELA PI + Math PI + Science PI = ____:600 Step 2: Divide total score by 600 Step 3: Multiply by 20 Step 4: Round to equate to HEDI score</p> <p>Grades 7 & 8: Performance Index is a district-developed, building wide performance index for ELA, Science, and Mathematics</p>
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A formula will be developed as follows:
 Step 1: ELA PI + Math PI + Science PI = _____:600
 Step 2: Divide total score by 600
 Step 3: Multiply by 20
 Step 4: Round to equate to HEDI score
 See attachment in task 3.13 for full explanation of all points earned for value added and all others.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 18-20, teachers are highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 9-17 teachers are effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 3-8, teachers are developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 0-2, teachers are ineffective.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Common Core English Regents, NYS Common Core Algebra Regents
Global 2	6(ii) School wide measure computed locally	NYS Common Core English Regents, NYS Common Core Algebra Regents
American History	6(ii) School wide measure computed locally	NYS Common Core English Regents, NYS Common Core Algebra Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Performance Index score will be identified using the NYS Common Core English Regents, in addition to the NYS Common Core Algebra Regents grades 9-12, building wide. A formula will be developed as follows: Step 1: ELA PI + Math PI _____:400 Step 2: Divide total score by 400 Step 3: Multiply by 20 Step 4: Round to equate to HEDI score See attachment in task 3.13 for full explanation of all points earned for value added and all others.
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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.	After the ELA PI and Math PI are calculated and they yield a score of 18-20, teachers are highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 9-17 teachers are effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 3-8, teachers are developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 0-2, teachers are ineffective.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Common Core English Regents, NYS Common Core Algebra Regents
Earth Science	6(ii) School wide measure computed locally	NYS Common Core English Regents, NYS Common Core Algebra Regents
Chemistry	6(ii) School wide measure computed locally	NYS Common Core English Regents, NYS Common Core Algebra Regents
Physics	6(ii) School wide measure computed locally	NYS Common Core English Regents, NYS Common Core Algebra Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Performance Index score will be identified using the NYS Common Core English Regents, in addition to the NYS Common Core Algebra Regents grades 9-12, building wide. A formula will be developed as follows: Step 1: ELA PI + Math PI = _____:400 Step 2: Divide total score by 400 Step 3: Multiply by 20 Step 4: Round to equate to HEDI score See attachment in task 3.13 for full explanation of all points earned for value added and all others.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 18-20, teachers are highly effective.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 3-8 teachers are effective.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 9-17, teachers are developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 0-2, teachers are ineffective.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Common Core English Regents, NYS Common Core Algebra Regents
Geometry	6(ii) School wide measure computed locally	NYS Common Core English Regents, NYS Common Core Algebra Regents
Algebra 2	6(ii) School wide measure computed locally	NYS Common Core English Regents, NYS Common Core Algebra Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Performance Index score will be identified using the NYS Common Core English Regents, in addition to the NYS Common Core Algebra Regents grades 9-12, building wide. A formula will be developed as follows: Step 1: ELA PI + Math PI = ____:400 Step 2: Divide total score by 400 Step 3: Multiply by 20 Step 4: Round to equate to HEDI score See attachment in task 3.13 for full explanation of all points earned for value added and all others.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 18-20, teachers are highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 9-17 teachers are effective.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 3-8, teachers are developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 0-2, teachers are ineffective.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Common Core English Regents, NYS Common Core Algebra Regents
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Common Core English Regents, NYS Common Core Algebra Regents
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Common Core English Regents, NYS Common Core Algebra Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Performance Index score will be identified using the NYS Common Core English Regents, in addition to the NYS Common Core Algebra Regents grades 9-12, building wide. A formula will be developed as follows: Step 1: ELA PI + Math PI = ____:400 Step 2: Divide total score by 400 Step 3: Multiply by 20 Step 4: Round to equate to HEDI score See attachment in task 3.13 for full explanation of all points earned for value added and all others.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 18-20, teachers are highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 9-17 teachers are effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 3-8, teachers are developing.

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

After the ELA PI and Math PI are calculated and they yield a score of 0-2, teachers are ineffective.

3.12) All Other Courses

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

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

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other Elementary Courses	6(ii) School wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 3-6, New York State Science Assessment Grade 4
All other Middle School Courses	6(ii) School wide measure computed locally	New York State ELA Assessment and Mathematics Assessment Grades 7-8, New York State Science Assessment Grade 8
All other High School Courses	6(ii) School wide measure computed locally	NYS Common Core English Regents, NYS Common Core Algebra Regents

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

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

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

Grades K - 6:
Performance Index is a district-developed, building wide performance index for ELA, Science, and Mathematics

A formula will be developed as follows:
Step 1: ELA PI + Math PI + Science PI = _____:600
Step 2: Divide total score by 600
Step 3: Multiply by 20
Step 4: Round to equate to HEDI score

Grades 7 & 8:
Performance Index is a district-developed, building wide performance index for ELA, Science, and Mathematics

A formula will be developed as follows:
Step 1: ELA PI + Math PI + Science PI = _____:600
Step 2: Divide total score by 600
Step 3: Multiply by 20
Step 4: Round to equate to HEDI score

Grades 9- 12:
Performance Index score will be identified using the NYS

Common Core English Regents, in addition to the NYS Common Core Algebra Regents grades 9-12, building wide. A formula will be developed as follows:
 Step 1: ELA PI + Math PI = _____:400
 Step 2: Divide total score by 400
 Step 3: Multiply by 20
 Step 4: Round to equate to HEDI score
 See attachment in task 3.13 for full explanation of all points earned for value added and all others.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI (when applicable)are calculated and they yield a score of 18-20, teachers are highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI (when applicable)are calculated and they yield a score of 9-17 teachers are effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI (when applicable)are calculated and they yield a score of 3-8, teachers are developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI (when applicable)are calculated and they yield a score of 0-2, teachers are ineffective.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/563288-y92vNseFa4/Task 3 - edited 10-10-14 Local Explanation - all other staff Final for Review Room_2.docx

3.14) Locally Developed Controls

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

We will not be implementing any adjustments, controls or special considerations.

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.

This is not applicable, as each teacher will only have one building-wide specific measure.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, October 15, 2014

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4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching
---------------------------------------	------------------------------------

Second Rubric, if applicable	(No response)
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4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	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, label accordingly, and combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

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 2007

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

- A minimum of one announced formal observation accounting for 20 of the 60 points (includes pre- & post- conference). The pre-observation conference shall occur within the five (5) work days preceding the observation.
- A minimum of one unannounced observation accounting for 20 of the 60 points (either a whole lesson period or series of 2-3 walk-through observations of 15-20 minute length). No unannounced observation shall be carried out during the first week or the last week of any semester or on the two (2) days prior to Thanksgiving, winter, or spring breaks, or on the day following these breaks. Teachers shall be advised of the month in which his/her unannounced observation shall occur. If for some reason the unannounced observation is not completed during that month, the teacher and administrator will agree to a week, in which the observation shall occur. At the start of one unannounced observation each year the teacher may notify the observer that conducting an observation of that lesson./class would be inappropriate and the observer shall not include that observation as part of the teacher’s APPR but shall

conduct a separate unannounced observation in compliance with this agreement.

- Any certified administrator, regularly employed by the District, with the exception of the superintendent, can conduct observations of teachers. In all cases, the teacher's building principal or assistant principal shall be designated as the lead evaluator.
- Annually, preferably within the first two weeks of school, teachers shall be notified in writing of the name of his/her lead evaluator and the name of the administrator who may complete his/her announced or unannounced observations.
- In any building with multiple administrators, the District will whenever practicable, ensure that a teacher's observation is rotated annually among the building principal/assistant principal(s).
- Teachers shall receive the rubric scores and any narrative feedback within ten (10) working days of the actual observation. In the case of formal, announced observations, a post-observation conference will be conducted within ten (10) working days whenever possible.
- If an evaluator utilizes the rubric to make a judgment at level 1 (ineffective) or level 2 (developing), it is understood that narrative written feedback shall accompany the rubric score, that includes, but is not limited to, feedback which explains the rubric judgment and which offers suggestions for more effective practice.
- If an observer utilizes the rubric to make a judgment at level 1 (ineffective) or level 2 (developing), it is understood that a meeting with the evaluator and the teacher shall be held within twelve (12) working days to explain the narrative feedback and engage in a dialogue regarding the observation.

The observer will utilize the Danielson 2007 rubrics to make judgments during the observation sessions. Scores are calculated by lesson segment. Lesson segments are subdivided by essential design questions. Each design question has primary trait rubrics for the critical elements of the evaluation model that imply best practices associated with the design question.

Elements which are not observed are not rated during the observation.

Encompassed in the 60 points will include the following:

For all three (see below) components, teachers will be evaluated on a 4-point rubric. All subcomponents of the rubric will be rated on a 1 - 4 rating. The cumulative score will then be an average of each subcomponent rating of 1 - 4. Ineffective - 1 point, Developing - 2 points, Effective - 3 points, and Highly Effective - 4 points. The cumulative score will then be an average ranging from 1 - 4. After receiving that average score for each of the three components, the conversion chart (see attached) will convert their score into a total of 60 points. Each component is weighed equally. The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value.

Components are as follows:

Formal Observation - 20 points (will measure domains 1 - 3)

Informal Observation - 20 points (will measure domains 1 - 3)

Domain 4 artifacts - 20 points (will measure domain 4)

Final composite scores will be out of 0 - 60 and rounded to the nearest whole number. In no instance, will rounding rules result in a teacher scoring outside of their HEDI band.

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

[assets/survey-uploads/12179/563289-eka9yMJ855/Task 4 Explanation of point conversion for other measure of effectiveness.docx](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers receiving a total score for other measure of 59 - 60 will be deemed highly effective.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers receiving a total score for other measure of 57 - 58 will be deemed effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers receiving a total score for other measure of 50 - 56 will be deemed developing.

Ineffective: Overall performance and results do not meet NYS Teaching Standards.

Teachers receiving a total score for other measure of 0 - 49 will be deemed 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

Formal/Long	1
Informal/Short	1
Enter 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 probationary teachers be done in person, by video, or both?

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, July 10, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Wednesday, October 15, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/563291-Df0w3Xx5v6/Appendix F TIP Plan for 2013 - 2014 DRAFT_3.doc

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:

The assurance is that teachers and principals must receive their composite scores no later than September 1 of the school year next following school year for which they are being evaluated. Therefore, the appeal process will be triggered on or before September 1, when the teacher or principal receives his or her composite score.

APPEALS PROCESS

The new APPR law provides that a teacher or principal is not authorized to trigger the appeal process until he or she receives a composite score. For teachers and principals receiving State-generated scores based on student growth or value-added measures, this means that a composite score will not be available until the state assessment subcomponent score is generated by the State. Teachers and principals must receive their composite scores no later than September 1 of the school year next following the school year for which they are being evaluated. Therefore, the appeal process will be triggered on or before September 1, when the teacher or principal receives his or her composite score.

Only a unit member who is covered by N.Y. Education Law § 3012c (“Covered Unit Member” 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) why the matter identified 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 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 clear 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 calendar 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 Appeal’s Process, calendar days shall exclude the periods of the Winter, February and April recesses. The Administrator involved will schedule a meeting within 5 days to discuss the challenge. A Covered Unit Member may select an Association representative to participate in the meeting. Within fifteen calendar 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”, “effective” or “developing”, 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.
- b. If a tenured Covered Unit Member received a rating of “ineffective” 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 the Superintendent of Schools within seven calendar days of receipt of the Administrator’s response. A meeting will be scheduled within 5 days to discuss the appeal. The tenured Covered Unit Member may select an Association representative to participate in the meeting. The Superintendent shall render a final determination on the challenge within ten calendar 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. 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 for statutorily and constitutionally permissible reasons, including during the pendency of an appeal hereunder, for reasons other than performance, 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 of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Lead evaluators and evaluators will be certified annually by the Superintendent of Schools. Lead evaluators and evaluators must provide documentation of training as evidenced in the 9 requirements from section 30-2.9b. In addition, all lead evaluators and evaluators will receive training on the Danielson 2007 rubric. Inter-rater reliability will take place at that training.

Building and District Level Administrators received intensive training on the Danielson Rubric by a certified Danielson trainer prior to the start of the school year. More training will take place quarterly to calibrate administrators. In addition, webinars for training will be watched and discussed specific to training for #9; requirement of evaluating teachers and principals of English Language learners and students with disabilities.

All district level administrators are also training all staff at faculty meetings and administrator meetings.

Prior to the start of the school year, all evaluators will be trained in the third party assessment and eDoctrina administration and use.

Administrators will be provided with refresher training on Data Warehouse and APPR evaluation annually here on in, and recertified every summer.

The following includes any and all training to date for the North Tonawanda City School District:

RTTT Evaluator Certification

DATES of TRAINING Description of Training NYSED Requirements for Training

Regional Training October:

8:30-11:30 or 12:30-3:30

8:30-11:30 or 12:30-3:30 Building and District Administrators are invited to attend the first session of the Evaluator Certification Series. This session will satisfy three of the nine requirements from Section 30-2.9:

- New York State Teaching Standards, their related elements and performance indicators.
- Evidence-based observation techniques.
- Application and use of State Approved teacher rubric. (This session will focus on Charlotte Danielson's Frameworks.)

#1 - New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.

#2 - Evidenced based observation techniques that are grounded in research.

#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.

In-House Administrative Training:

Duration – 3 hours to review webinar and documentation to support understanding Webinar titled Other Assessment Tools Beyond the Classroom #5 - Application and use of any assessment tools that the school district or BOCES utilize 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.

In-House Administrative Training:

Duration: 2 hours Webinar titled Leadership Standards and Principal Evaluation Rubrics #1 - New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.

#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.

Regional Training:

8:30 – 11:30 or 12:30 – 3:30

Training for Lead Evaluators and Principals

Agenda:

- Highly Effective Leaders
- ISLLC Standards and Evidence
- Tools & Protocols
- Principal Rubrics – MPPR
- SLO #1 - New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.

#2 - Evidenced based observation techniques that are grounded in research.

#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 utilize 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.

Regional Training:

8:30-11:30 or 12:30-3:30

Student Learning Objectives

Agenda:

- Evaluation System
- Review of Purple Memo
- Identifying criteria for writing SLO's
- Samples
- Group work to create SLO's #1 - New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.

#2 - Evidenced 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 utilize 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 measure of student achievement used by the school district or BOCES to evaluate its teachers or principals.

Regional Training

SLO's

- Answers to SLO's
- District Decisions
- Establishing Targets and Expectations for SGP's
- Understanding Banding/Target Setting Process
- Elements of a Quality SLO

#1 - New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.

#2 - Evidenced 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 utilize 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 measure of student achievement used by the school district or BOCES to evaluate its teachers or principals.

#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.

Training:

8:30 – 11:30 or 12:30 – 3:30 Teacher and Principal SLO's

Agenda:

- Scoring SLO's
- 4 stages of the SLO process
- Team, Group, School-Wide SLO's
- Principal SLO's
- State 20% vs. Local 20% #1 - New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.

#2 - Evidenced 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 utilize 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 measure of student achievement used by the school district or BOCES to evaluate its teachers or principals.

#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.

In-House Administrative Training:

Duration: 3 hours Trained in Danielson (by Certified Danielson Trainer)

Elements of the 2007 Rubric

Domains

Training for inner rater reliability specifically as it applies to teacher observation across the district. #1 - New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.

#2 - Evidenced based observation techniques that are grounded in research.

#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.

In-House Administrative Training:

Duration: 2 hours

Reviewing data and protocols for information system reporting

#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.

#7 – Use of the Statewide Instructional Reporting System

In-House Administrative Training:

Duration: 1.5 hours Annotated Rubric for SLO's

- Understanding Elements of a Quality SLO

- Peer Review Process

- Submission and rubric

- Providing Feedback

- Consistency in adopting district set targets for growth 6. Application and use of any State-approved locally selected measure of student achievement used by the school district or BOCES to evaluate its teachers or principals.

#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.

Duration: 3 hours Trained in Danielson (by Certified Danielson Trainer)

- Elements of the 2007 Rubric

- Domains

- Training by viewing a teacher lesson and anchoring responses of evaluators for purposes of calibration and inner rater reliability. #1 - New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.

#2 - Evidenced based observation techniques that are grounded in research.

#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.

Dates listed reflect the initial training. All future dates will be done quarterly to keep all administrators in the district trained and calibrated. Similar training will be provided to any evaluators who are new to the district and haven't received prior training on said rubric.

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

Created Tuesday, April 30, 2013
Updated Friday, October 10, 2014

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

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

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

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

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

K - 6
7 - 8
9 -12

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

Please check the boxes below:

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

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

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

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

State assessments, required if one exists
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms
 List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	This section is not applicable as all of our building admin will have a value-added score.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	This section is not applicable as all of our building admin will have a value-added score.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	This section is not applicable as all of our building admin will have a value-added score.

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

This section is not applicable as all of our building admin will have a value-added score.

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

The district will not be making any adjustments, controls or special considerations.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
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7.6) Assurances -- Comparable Growth Measures Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked
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8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, October 28, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K - 6	(d) measures used by district for teacher evaluation	New York State ELA Assessment Grades 3 - 6 and Mathematics Assessment Grades 3 - 6, New York State Science Assessment Grade 4
7 - 8	(d) measures used by district for teacher evaluation	New York State ELA Assessment Grades 7 and 8 and Mathematics State Assessment Grades 7 -8, New York State Science Assessment Grade 8
9 - 12	(d) measures used by district for teacher evaluation	NYS Common Core English, NYS Common Core Algebra Regents

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.	<p>See attached for definition and calculation of how each point can be obtained.</p> <p>Grade K - 6: Performance Index for ELA and Mathematics will be identified from grades 3-6, building wide. A formula will be developed as follows: Step 1: ELA PI + Math PI + Science PI = ____:600 Step 2: Divide total score by 600 Step 3: Multiply by 15(will be 20 until V/A model is implemented)</p> <p>Step 4: Round to equate to HEDI score</p> <p>Grades 7 & 8: Performance Index for ELA and Mathematics will be identified</p>
---	--

from grades 7-8, school building wide.
 A formula will be developed as follows:
 Step 1: ELA PI + Math PI + Science PI = _____:600
 Step 2: Divide total score by 600
 Step 3: Multiply by 15 (will be 20 until V/A model is implemented)
 Step 4: Round to equate to HEDI score

Grades 9- 12:
 Performance Index for NYS Common Core English and NYS Common Core Algebra will be identified from grades 9-12, school wide.
 A formula will be developed as follows:
 Step 1: ELA PI + Math PI = _____:400
 Step 2: Divide total score by 400
 Step 3: Multiply by 15 (will be 20 until V/A model is implemented)

Step 4: Round to equate to HEDI score

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science rate (when applicable) are calculated and they yield a score of 14 and 15, principals are highly effective
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science rate (when applicable) are calculated and they yield a score of 8 - 13, principals are effective
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science rate (when applicable) are calculated and they yield a score of 3 - 7, principals are developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science rate (when applicable) are calculated and they yield a score of 0 - 2, principals are ineffective

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

(No response)

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

assets/survey-uploads/12190/563293-qBFVOWF7fC/Task 8 - edited 10-10-14 Local Explanation - Administrators with 2012 data - Final for Review Room_1.docx

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

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

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that

grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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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.	N/A
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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.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

The district will not be making any adjustments, controls, or special considerations.

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
8.5) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
8.5) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Friday, October 10, 2014

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

For principal observations, the following breakdown defines scores earned. Final composite scores will be out of 100. The State score will be worth 20 points (25 points for value added). The local score will be worth 20 points (15 points for value added). The other measure of effectiveness will be worth 60 points. Those will be added up and a total composite score will be awarded. Each of the components that have been observed will be scored on a basis of 1 - 4 basis (see breakdown of conversion from 1 -4 to 0 - 60 pt. score).

Up to 60 points will be accumulated based on multiple site visits (announced and unannounced), artifacts, and conferences. See attachment which defines all points earned. A formal observation, Artifacts, and informal observations will be weighted equally; domains within the rubric are weighted as shown on uploaded document.

HEDI points will be recorded in whole numbers. Standard rounding rules will apply and in no case would rounding results in movement between HEDI bands. The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value.

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

assets/survey-uploads/12205/563294-pMADJ4gk6R/principal rubric final for NT Review Room2.xls

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.	Overall performance and results exceed expectations of leadership standards and will yield a score of 59 - 60
Effective: Overall performance and results meet standards.	Overall performance and results meet expectations of leadership standards and will yield a score 57 - 58
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet expectations of leadership standards and will yield a score of 50 - 56

Ineffective: Overall performance and results do not meet standards.

Overall performance and results do not meet leadership standards and will yield a score of 0 - 49

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, October 01, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, October 28, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/148942-Df0w3Xx5v6/PIP Final.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:

APPEALS PROCESS

The new APPR law provides that a principal is not authorized to trigger the appeal process until he or she receives a composite score. For principals receiving State-generated scores based on student growth or value-added measures, this means that a composite score will not be available until the state assessment subcomponent score is generated by the State. Principals must receive their composite scores no later than September 1 of the school year next following the school year for which they are being evaluated. Therefore, the

appeal process will be triggered on or before September 1, when the principal receives his or her composite score.

- 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 principal improvement plan (PIP). 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) why the matter identified is the subject of the challenge. A principal may not file multiple appeals regarding the same APPR or PIP. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. 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, both the district and the principal/union will present all available evidence and documents pertaining to the appeal of the section of the evaluation titled Other Measures. The challenge must be submitted within fifteen calendar days of the receipt of the APPR and/or PIP which is the subject of the challenge, or other act complained of, or it is deemed waived. Appeals of annual professional performance reviews may only be brought for developing or ineffective rating. An appeal may only be initiated once a principal receives the overall composite score and rating. For purposes of this appeal's process, calendar days shall exclude the periods of the Winter, February and April recesses. The Administrator involved will schedule a meeting to discuss the challenge within five (5) days. A Covered Unit Member may select an Association representative to participate in the meeting. Within fifteen calendar days of the meeting, the Administrator who issued the APPR and/or PIP shall submit to the principal 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 principal who received a rating of "highly effective" or "effective", or a non-tenured principal who received any rating, including "developing" or "ineffective", the District Supervisor's determination shall be final. If that principal disagrees with the response, the principal may submit a written statement outlining the basis for that disagreement to be included in his/her file along with the disputed Annual Professional Performance Review.
- b. If a tenured Covered Unit Member received a rating of "ineffective" or "developing" and disagrees with the District Supervisor's response to the challenge, the principal may submit the challenge, the District Supervisor's response, and a written statement explaining in detail the reason(s) for disagreement with the response to the Superintendent of Schools within seven calendar days of receipt of the District Supervisor's response. A meeting will be scheduled to discuss the appeal within five (5) days. The tenured Covered Unit Member may select an Association representative to participate in the meeting. The Superintendent shall render a determination on the challenge within ten calendar 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 Bargaining Agreement shall not apply to any such challenge or determination. The principal, of course, retains any defenses he or she may have in the event the APPR or PIP is utilized in a subsequent 3020-a proceeding. 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 principal at any time including during the pendency of an appeal hereunder, for statutorily and constitutionally permissible reasons other than performance. And any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Bargaining.
- d. If after the Superintendent's response the principal wishes to proceed with the appeal the following apply. Within (5) business days of the Superintendent's response, a single individual hearing officer will be selected from a list of hearing officers provided by PERB approved mutually by the district and bargaining unit representing the principals. In the event the parties cannot select a hearing officer from the list, they will follow the applicable selection process prescribed by PERB. When possible both district and principal can agree to use a mutually agreed to neutral third party as a hearing officer.

The parties agree that:

- a. The hearing officer shall hear appeals in a timely manner after the appeal is made. Wherever possible, the hearing shall take place no less than five (5) business days nor more than fifteen (15) business days after the hearing officer is selected. If not possible, the process will remain timely and expeditious.
- b. The hearing shall be conducted in no more that (1) business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.
- d. The parties shall exchange an anticipated witness list no less than (2) business days before the scheduled hearing.
- e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.
- f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. Both sides may include the presentation of material, witness and/or affidavits in lieu of testimony.

DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such a decision shall be a final decision.

The decision shall set forth the reasons and the factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

This appeal procedure shall constitute the means of initiating, reviewing and resolving challenges to a principal performance review or improvement performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

11.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Lead evaluators and evaluators will be certified by the Superintendent of Schools. Lead evaluators and evaluators must provide documentation of training as evidenced in the 9 requirements of 30-2.9b. In addition, all lead evaluators and evaluators will receive training on the Danielson 2007 rubric. Inter-rater reliability will take place at that training.

The district participated in inner-rater reliability training with a certified Danielson trainer both through Orleans/Niagara BOCES and within district. This happened prior to the school year and will continue quarterly (3-hour sessions per quarter). There will be an annual recertification for all administrators every summer.

Prior to the start of the school year, all evaluators will be trained in the third party assessment and eDoctrina administration and use.

Administrators will be provided with refresher training on Data Warehouse and SIR.

For Administrators, training has been provided in the MPPR rubric which aligns with the nine ISLLC Standards. Refresher and recertification will take place on an annual basis to ensure certified evaluators.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of

the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Wednesday, October 29, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/563297-3Uqgn5g9Iu/DOC102914-10292014091347.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.



NORTH TONAWANDA CITY SCHOOL DISTRICT

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Task 2: HEDI RATING SCALE

HEDI Rating Scale:

Based on Student Growth Measure Goals identified by administering the selected measure of student achievement (20 points)

85– 100%		65 – 84%		26 – 64%		0 – 25%	
Highly Effective Results are well above state average for similar students (or District goals if no state test)		Effective Results meet state average for similar students (or District goals if no state test)		Developing Results are below state average for similar students (or District goals if no state test)		Ineffective Results are well below state average for similar students (or District goals if no state test)	
20	>94%	17	82% - 84%	8	58% - 64%	2	22% - 25%
19	90% - 94%	16	79% - 81%	7	51% - 57%	1	18% - 21%
18	85% - 89%	15	77% - 78%	6	44% - 50%	0	<18%
		14	75% - 76%	5	38% - 43%		
		13	73% - 74%	4	32% - 37%		
		12	71% - 72%	3	26% - 31%		
		11	69% - 70%				
		10	67% - 68%				
		9	65% - 66%				

NTHS	182.93	173.77		356.7	.89	17.84	18
NTMS	140.33	155.59	141.64	437.56	.73	14.59	15
Elem.	143.68	160.67	184.23	488.58	.81	16.29	16

HEDI Rating Scale:

Locally Selected Measure of Student Achievement for All Other Teachers (20 points)

Highly Effective	Effective	Developing	Ineffective
20	17	8	2
19	16	7	1
18	15	6	0
	14	5	
	13	4	
	12	3	
	11		
	10		
	9		

Local 20pt. Rating for Staff:

School	HEDI Score	Rating
NTHS	18	Highly Effective
NTMS	15	Effective
Elementary	16	Effective

The following conversion scale will be used to translate the overall average rubric scores to the 60 point distribution for the composite teacher score.

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

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
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

LEVEL	Overall Rubric Average Score	60 Point Distribution for Composite Score
Ineffective	1.0 – 1.4	0 – 49
Developing	1.5 – 2.4	50 – 56
Effective	2.5 – 3.4	57 – 58
Highly Effective	3.5 – 4.0	59 - 60



NORTH TONAWANDA CITY SCHOOL DISTRICT

Teacher Improvement Plan

What is the objective of this?

- A core process of quality and continuous improvement in teacher performance. Goals provide direction and focus. As we continue to Strive for Excellence and address the priority areas identified in the North Tonawanda City School District, it is important for us all to identify what to focus efforts towards for the upcoming school year and create an action plan that will lead ineffective or developing teachers to reach those goals.
- Goals help define exactly what the "future state" looks like and how it will be measured. Or, as Webster defines it: "The purpose toward which an endeavor is directed; an objective." One way to set goals is to utilize the "SMART" goal format.

Department / Team:

Teacher Name:

North Tonawanda City School District Priority Area:

Student Achievement Focus Area #1:

Rationale:

SMART Goal (Identification of needed areas of improvement):

Task to be Completed	What other individual / group / committee will be involved in this, if any?	What steps will you take and when will you take them? (timeline for completion)	How will you measure success? (the manner in which improvement will be assessed)	What resources do you need, if any? (differentiated activities to support a teacher's improvement)



NORTH TONAWANDA CITY SCHOOL DISTRICT

Teacher Improvement Plan

Regularly, throughout the year, teachers and administrators will meet to discuss progress towards goals and share ideas to support the process of teacher improvement. The teacher in need of improvement should submit short updates (see questions below) to building principals / supervisors based on the timeframe outlined here:

**Note: Please see FAQ's on the next page for more details and answers to commonly asked questions.*

Goal Setting and Action Plan Due Dates:

First Due Date (approximately 10 weeks):– Goal setting and action plan due

- Please describe your goal?
- What evidence will you collect to demonstrate progress?

Approximately 15 weeks– evidence collected and progress made towards goals will be discussed during designated meetings.

- Please describe your progress toward this goal?
- What evidence do you have to demonstrate this progress?
- What adjustments, if any, do you need to make to you action plan?

Approximately 25 weeks – evidence collected and progress made towards goals will be discussed during designated meetings.

- Please describe your progress toward this goal?
- What evidence do you have to demonstrate this progress?
- What adjustments, if any, do you need to make to you action plan?

Final Summary (end of the year):– evidence collected and progress made towards goals will be discussed during designated meetings.

- Summary of Progress
- What evidence do you have to demonstrate this progress?
- Possible Areas of Focus for next year:

FAQ's (Frequently Asked Questions)

What is the objective of this?

- A core process of quality and continuous improvement is goal setting. Goals provide direction and focus. As we continue to Strive for Excellence and address the priority areas identified in the North Tonawanda City School District, it is important for us all to identify what to focus efforts towards for the upcoming school year and create an action plan that will lead us to reach those goals.
- Goals help define exactly what the "future state" looks like and how it will be measured. Or, as Webster defines it: "The purpose toward which an endeavor is directed; an objective." One way to set goals is to utilize the "SMART" goal format.

What is a SMART GOAL?

- "SMART" stands for:
 - **S**pecific: *Who? What? Where?*
 - **M**easurable: *How will the goal be measured?*
 - **A**ttainable: *Is the goal realistic, yet challenging?*
 - **R**esults-oriented: *Is the goal consistent with other goals established and fits with your immediate and long-range plans?*
 - **T**ime-bound: *Is it trackable and allows for monitoring of progress?*

How do I write one?

- Goals should be derived from data and should focus on the greatest areas in need of improvement.
- Start by identifying the "big, hairy audacious, critical-few" goals that need to be worked on (*The Most Important Ones!*)
 - Review the data!
 - What are the greatest areas in need of improvement?
- Dig deep and get specific (disaggregate!)
- SMART goals show others how their work "aligns" and relates to the focus of the school
- In other words, keep this in mind when creating your SMART Goals: If all you did was spend time on the identified SMART goals, would the time be well-spent?

What are some examples of SMART GOALS?

- During the current school year, non-proficient students (as indicated on the Grade 7 NYS Math Assessment) will improve their math concepts and estimation skills by 5% as measured by an increase in the percentage of students correctly answering those questions related to associated performance indicators.
- During the current school year, the number of first grade regular education students improving their writing skills in targeted traits will increase 5% as measured by the Six-Traits scoring rubric monthly grade level assessments.
- During the current school year, all students will be able to independently apply reading comprehension habits of the mind after being provided consistent, congruent strategies across content areas.
- 100% of 12th grade students will be prepared for transition to adult life as measured by the completion of a *Transition to Adult Life* program during the current school year.
- Students identified as socio-economically at risk will score 80% proficient or advanced in math, and 75% advanced or proficient in English/Language Arts; and students identified for special education services will score 80% proficient or advanced in math and 80% proficient or advanced in English/Language Arts.
- By effectively implementing technology resources and a balanced instructional approach, 80% of students will demonstrate an improvement of 3 reading levels or more performance from Fall to Spring on local running record assessments.
- The percentage of students scoring in the *Healthy Fitness Zone* will increase by 5% from year to year.

How do we identify areas of student need?

- Start by identifying areas of strengths and weaknesses as evidenced by your students' achievement, historically. Your gut is a good place to start, for example, "My students traditionally struggle most writing good topic sentences." However, don't rely solely on your instincts; you'll need to dig into the data to either confirm or deny your instincts and to further identify the greatest areas of needs with more specificity.

What data can we use?

- There are endless sources of data available. Data Portfolios have been updated for this school year in all subject areas that take NYS Assessments.
- Additionally, there is local data that has been collected here at the district level. Previous years unit test's item analysis, Running Record scores, Report card comments, Parent Phone logs, are all examples of such data – and they are plenty of other examples too.
- Remember, data can be both quantitative (expressible as a quantity or relating to measurement) and/or qualitative (relating to quality or kind).

How many goals do we need to have?

- Each teacher in need of improvement should establish at least two (2) smart goals directly related to the North Tonawanda City School District goals for the current school year. More details about the parameters of your goals will be given by your building administration / supervisor and collaborated with the Director of Curriculum and Instruction as needed.

What are my responsibilities for this plan?

- Teacher in Need of Improvement:
 - To make a professional commitment by delivering instructional strategies that will support progress toward the goal.
 - To collaboratively work towards goal and plan development.
 - To provide at designated meetings evidence of individual data collection, progress monitoring, and goal implementation, to foster active participation and discussion with colleagues, administration, and other support people, of goal progress.
- Building Administrator / Supervisor
 - To facilitate support of plan, scheduling of meetings, facilitation of follow-up and continuous maintenance of goal, compile individual data and provide support/feedback as necessary.

How will this be reviewed and used by administration?

- Building Leaders / Supervisors will meet quarterly to discuss progress toward goals (see quarterly guidelines for specific dates and guidelines.)

What types of evaluation tools can I use to demonstrate progress?

- Assessment scores are probably the most obvious measure to demonstrate progress, but they are certainly not the only method (nor are they even applicable in all content areas.) Just like there are numerous other sources of data to look at when identifying needs, there are likewise many different measures that can be used to demonstrate progress. Checklists, mid-term exams, student writing samples, student performance or project data (and much more) can all be used to show growth.

I'm confused. Where can I go for help or to check if I'm on the right track?

- Your administrator / Supervisor, or the Director of Curriculum and Instruction, will be happy to sit down with and help guide you in developing your goals and your action plans. Just ask!

What happens if I don't reach my goals?

- Reaching our goals is the major objective. If the established goals turn out to be unrealistic, they must be reexamined and modified as appropriate. This is why action plans must be monitored and adjusted continuously by you in conjunction with your Administrator / Supervisor / Director of Curriculum and Instruction. You may realize that you need more support to reach your goal and need to communicate those needs to administration. You may realize that your goals don't stretch your students' needs as far as they need to, or that they need to be streamlined. As the year progresses, you should continuously revisit your goals – to maintain focus on the "big picture" and to adjust your action plans as necessary.

**** Teacher improvement plans must be in effect within ten days of the start of the school year**



NORTH TONAWANDA CITY SCHOOL DISTRICT

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LOCAL MEASURE – APPR

The North Tonawanda School District has opted to use a school-wide measure of student achievement based on a state-provided student score.

Performance Index: A performance Index (PI) is a value from 0 to 200 that is assigned to the current year’s cohort performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. Regents scores will be converted from 1 – 4 (1 = 0 – 24, 2 = 25-49, 3 = 50 – 74, 4 = 75-100).

At the elementary/middle level, the PI is calculated using the following equation:
 $100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ count\ at\ Levels\ 3\ and\ 4) / Count\ of\ All\ Cohort\ Members]$

At the secondary level, the PI is calculated using the following equation:
 $100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) / Count\ of\ All\ Cohort\ Members]$

Performance Index APPR Calculation (this is just a sample calculation)

Locally Selected Measure of Student Achievement for Administrators in Grades for which there is an Approved Value-Added Measure (15 points)

School	Performance Index		Science 4 & 8	ELA + Math + Science	Divide by (400 HS) 600	Multiply By 15	HEDI Score
	ELA	Math					
NTHS	182.93	173.77		356.7	.89	13.4	Effective
Drake	149.39	172.24	189.66	511.29	.85	12.8	Effective
Spruce	147.19	155.28	180.65	483.12	.81	12.1	Effective
Ohio	148.81	163.98	188.24	501.03	.84	12.6	Effective
Meadow	151.09	168.91	182.14	502.14	.84	12.6	Effective
NTMS	140.33	155.59	141.64	437.56	.73	11.0	Effective

HEDI Rating Scale:

Locally Selected Measure of Student Achievement for Administrators in Grades for which there is an Approved Value-Added Measure (15 points)

Highly Effective	Effective	Developing	Ineffective
15	13	7	2
14	12	6	1
	11	5	0
	10	4	
	9	3	
	8		

Local 15pt. Rating for Administrators:

School	HEDI Score	Rating
NTHS	13.4	Effective
Drake	12.8	Effective
Spruce	12.1	Effective
Ohio	12.6	Effective
Meadow	12.6	Effective
NTMS	11.0	Effective

Performance Index APPR Calculation

Locally Selected Measure of Student Achievement for Administrators in Grades for which there is not an Approved Value-Added Measure (20 points)

- All other administrators will receive a state measure score comprised of 20 points. The local measure value is 20 points.

School	Performance Index		Science 4 or 8	ELA + Math + Science	Divide by 400(HS) 600	Multiply By 20	HEDI Score
	ELA	Math					
NTHS	182.93	173.77		356.7	.89	17.8	Highly Effective
Drake	149.39	172.24	189.66	511.29	.85	17	Effective
Spruce	147.19	155.28	180.65	483.12	.81	16.2	Effective
Ohio	148.81	163.98	188.24	501.03	.84	16.8	Effective
Meadow	151.09	168.91	182.14	502.14	.84	16.8	Effective
NTMS	140.33	155.59	141.64	437.56	.73	14.6	Effective

HEDI Rating Scale:

Locally Selected Measure of Student Achievement for Administrators in Grades for which there is not an Approved Value-Added Measure (20 points)

Highly Effective	Effective	Developing	Ineffective
20	17	8	2
19	16	7	1
18	15	6	0
	14	5	
	13	4	
	12	3	
	11		
	10		
	9		

Local 20pt. Rating for Administrators:

School	HEDI Score	Rating
NTHS	17.8	Highly Effective
Drake	17	Effective
Spruce	16.2	Effective
Ohio	16.8	Effective
Meadow	16.8	Effective
NTMS	14.6	Effective

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

SECTION V: IMPROVEMENT PLAN

North Tonawanda City School District PRINCIPAL IMPROVEMENT PLAN PROCESS

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Administrator's Name:

Position:

Evaluator:

Date:

Multidimensional Principal Performance Rubric

Domain 1: Shared Vision of Learning	
	Culture
	Sustainability

	Culture
	Instructional Program
	Capacity Building
	Sustainability
	Strategic Planning Process

Domain 3: Safe, Efficient, Effective Learning Environment	
	Capacity Building
	Culture
	Sustainability
	Instructional Program

Domain 4: Community	
	Strategic Planning Process: Inquiry
	Culture
	Sustainability

Domain 5: Integrity, Fairness, Ethics	
	Sustainability
	Culture

Domain 6: Political, Social, Economic, Legal and Cultural	
	Sustainability
	Culture

0 = not observed.

(Signature)

(Signature)

Evaluator's Comments	Relative Value of Each Domain	Relative Value of Each Subdomain	Evaluator's Rating
		0.7500	0
		0.2500	0
Total	15%	1.0000	0

		0.3000	0
		0.3000	0
		0.1334	0
		0.1334	0
		0.1332	0
Total	30%	1.0000	0

ent			
		0.2500	0
		0.2500	0
		0.1225	0
		0.3775	0
Total	30%	1.0000	0

		0.3555	0
		0.1445	0
		0.5000	0
	Total	10%	1.0000

		0.5000	0
		0.5000	0
	Total	10%	1.0000
			0

al Context			
		0.2000	0
		0.8000	0
	Total	5%	1.0000
			0

Evaluator's Rating Scale	
1	Ineffective
2	Developing
3	Effective
4	Highly Effective

Weighted Subdomain Scores	WEIGHTED DOMAIN SCORE
0	
0	
0.0	
0.0	

Conversion Chart		
HEDI Scoring Bands	Average Rubric Score	North Tonawanda City School District
Ineffective (0 - 49)	1	0.0
	1.1	12.0
	1.2	25.0
	1.3	37.0
	1.4	49.0
Developing (50 - 56.3)	1.5	50.0
	1.6	50.7
	1.7	51.4
	1.8	52.1
	1.9	52.8
	2	53.5
	2.1	54.2
	2.2	54.9
	2.3	55.6
	2.4	56.3
Effective (57 - 58.8)	2.5	57.0
	2.6	57.2
	2.7	57.4
	2.8	57.6
	2.9	57.8
	3	58.0
	3.1	58.2
	3.2	58.4
	3.3	58.6
	3.4	58.8
Highly Effective (59 - 60)	3.5	59.0
	3.6	59.3
	3.7	59.5
	3.8	59.8
	3.9	60.0
	4	60.0

	WEIGHTED DOMAIN SCORE
0	
0	
0	
0	
0	
0.0	
0.0	

	WEIGHTED DOMAIN SCORE
0	
0	
0	
0	
0.0	
0.0	

Final Rating

0.00

0.00

Conversion Score:

#N/A

	WEIGHTED DOMAIN SCORE
0	
0	
0	
0.0	0.0

	WEIGHTED DOMAIN SCORE
0	
0	
0.0	0.0

	WEIGHTED DOMAIN SCORE
0	
0	
0.0	0.0

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Gregory J. Woytala 10/29/14

Teachers Union President Signature: Date:

Bonnie Ekimmerman 10-29-2014

Administrative Union President Signature: Date: 10/21/14

[Signature]

Board of Education President Signature: Date:

Colleen Osborn 10/29/14

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

Gregory J. Wright 10/29/14