



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

Commissioner of Education  
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February 6, 2015

**Revised-Expedited Assessment Material Change**

Dr. William Russell, Superintendent  
Owego-Apalachin Central School District  
1 Sheldon Guile Boulevard  
Owego, NY 13827

Dear Superintendent Russell:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) Expedited Assessment Material Change submission 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,

Elizabeth R. Berlin  
Acting Commissioner

Attachment

c: Allen Buyck

## NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on December 19, 2012, remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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.

Name of school district or BOCES: Owego Appalachian Central School District

Please check the applicable boxes below to indicate which portions of the APPR plan have been changed that relate to the elimination of unnecessary assessments on students.

**Task 2. State Growth or Other Comparable Measures (Teachers)**

**2.2) Grades K-3 ELA**

<input checked="" type="checkbox"/> Kindergarten ELA Assessment	<input checked="" type="checkbox"/> Grade 1 ELA Assessment
<input checked="" type="checkbox"/> Kindergarten ELA HEDI Process	<input checked="" type="checkbox"/> Grade 1 ELA HEDI Process
<input checked="" type="checkbox"/> Kindergarten ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 1 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 2 ELA Assessment	<input checked="" type="checkbox"/> Grade 3 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 2 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 3 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 2 ELA Assignment of Points	

**2.3) Grades K-3 Math**

<input checked="" type="checkbox"/> Kindergarten Math Assessment	<input checked="" type="checkbox"/> Grade 1 Math Assessment
<input checked="" type="checkbox"/> Kindergarten Math HEDI Process	<input checked="" type="checkbox"/> Grade 1 Math HEDI Process
<input checked="" type="checkbox"/> Kindergarten Math Assignment of Points	<input checked="" type="checkbox"/> Grade 1 Math Assignment of Points
<input checked="" type="checkbox"/> Grade 2 Math Assessment	<input checked="" type="checkbox"/> Grade 3 Math HEDI Process
<input checked="" type="checkbox"/> Grade 2 Math HEDI Process	<input checked="" type="checkbox"/> Grade 3 Math Assignment of Points
<input checked="" type="checkbox"/> Grade 2 Math Assignment of Points	

**2.4) Grades 6-8 Science**

<input checked="" type="checkbox"/> Grade 6 Science Assessment	<input checked="" type="checkbox"/> Grade 7 Science Assessment
<input checked="" type="checkbox"/> Grade 6 Science HEDI Process	<input checked="" type="checkbox"/> Grade 7 Science HEDI Process
<input checked="" type="checkbox"/> Grade 6 Science Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Science Assignment of Points
<input checked="" type="checkbox"/> Grade 8 Science HEDI Process	
<input checked="" type="checkbox"/> Grade 8 Science Assignment of Points	

**2.5) Grades 6-8 Social Studies**

<input checked="" type="checkbox"/> Grade 6 Social Studies Assessment	<input checked="" type="checkbox"/> Grade 7 Social Studies Assessment
<input checked="" type="checkbox"/> Grade 6 Social Studies HEDI Process	<input checked="" type="checkbox"/> Grade 7 Social Studies HEDI Process
<input checked="" type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input checked="" type="checkbox"/> Grade 8 Social Studies Assessment	
<input checked="" type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input checked="" type="checkbox"/> Grade 8 Social Studies Assignment of Points	

**2.6) High School Social Studies Regents Courses**

<input checked="" type="checkbox"/> Global 1 Assessment	<input checked="" type="checkbox"/> Global 2 HEDI Process
<input checked="" type="checkbox"/> Global 1 HEDI Process	<input checked="" type="checkbox"/> Global 2 Assignment of Points
<input checked="" type="checkbox"/> Global 1 Assignment of Points	
<input checked="" type="checkbox"/> American History HEDI Process	
<input checked="" type="checkbox"/> American History Assignment of Points	

**2.7) High School Science Regents Courses**

<input checked="" type="checkbox"/> Living Environment HEDI Process	<input checked="" type="checkbox"/> Earth Science HEDI Process
<input checked="" type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input checked="" type="checkbox"/> Chemistry HEDI Process	<input checked="" type="checkbox"/> Physics HEDI Process
<input checked="" type="checkbox"/> Chemistry Assignment of Points	<input checked="" type="checkbox"/> Physics Assignment of Points

**2.8) High School Math Regents Courses**

<input checked="" type="checkbox"/> Algebra 1 HEDI Process	<input checked="" type="checkbox"/> Geometry HEDI Process
<input checked="" type="checkbox"/> Algebra 1 Assignment of Points	<input checked="" type="checkbox"/> Geometry Assignment of Points
<input checked="" type="checkbox"/> Algebra 2 HEDI Process	
<input checked="" type="checkbox"/> Algebra 2 Assignment of Points	

**2.9) High School English Language Arts**

<input checked="" type="checkbox"/> Grade 9 ELA Assessment	<input checked="" type="checkbox"/> Grade 10 ELA Assessment
<input checked="" type="checkbox"/> Grade 9 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 10 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 9 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input checked="" type="checkbox"/> Grade 11 ELA HEDI Process	
<input checked="" type="checkbox"/> Grade 11 ELA Assignment of Points	

**2.10) All Other Courses**

<input checked="" type="checkbox"/> All other course(s) Assessment(s)
<input checked="" type="checkbox"/> All other course(s) HEDI Process
<input checked="" type="checkbox"/> All other course(s) Assignment of Points

**2.11) HEDI Table(s)**

<input checked="" type="checkbox"/> Listed course(s) Assessment(s)
<input checked="" type="checkbox"/> Listed course(s) HEDI Process
<input checked="" type="checkbox"/> Listed course(s) Assignment of Points

**Task 3. Locally-Selected Measures (Teachers)**

**3.1) Grades 4-8 ELA**

<input type="checkbox"/> Grade 4 ELA Assessment	<input type="checkbox"/> Grade 5 ELA Assessment
<input type="checkbox"/> Grade 4 ELA HEDI Process	<input type="checkbox"/> Grade 5 ELA HEDI Process
<input type="checkbox"/> Grade 4 ELA Assignment of Points	<input type="checkbox"/> Grade 5 ELA Assignment of Points
<input type="checkbox"/> Grade 6 ELA Assessment	<input type="checkbox"/> Grade 7 ELA Assessment
<input type="checkbox"/> Grade 6 ELA HEDI Process	<input type="checkbox"/> Grade 7 ELA HEDI Process
<input type="checkbox"/> Grade 6 ELA Assignment of Points	<input type="checkbox"/> Grade 7 ELA Assignment of Points
<input type="checkbox"/> Grade 8 ELA Assessment	
<input type="checkbox"/> Grade 8 ELA HEDI Process	
<input type="checkbox"/> Grade 8 ELA Assignment of Points	

**3.2) Grades 4-8 Math**

<input type="checkbox"/> Grade 4 Math Assessment	<input type="checkbox"/> Grade 5 Math Assessment
<input type="checkbox"/> Grade 4 Math HEDI Process	<input type="checkbox"/> Grade 5 Math HEDI Process
<input type="checkbox"/> Grade 4 Math Assignment of Points	<input type="checkbox"/> Grade 5 Math Assignment of Points
<input type="checkbox"/> Grade 6 Math Assessment	<input type="checkbox"/> Grade 7 Math Assessment
<input type="checkbox"/> Grade 6 Math HEDI Process	<input type="checkbox"/> Grade 7 Math HEDI Process
<input type="checkbox"/> Grade 6 Math Assignment of Points	<input type="checkbox"/> Grade 7 Math Assignment of Points
<input type="checkbox"/> Grade 8 Math Assessment	
<input type="checkbox"/> Grade 8 Math HEDI Process	
<input type="checkbox"/> Grade 8 Math Assignment of Points	

**3.3) HEDI Table(s) or Graphic(s)**

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

**3.4) Grades K-3 ELA**

<input type="checkbox"/> Kindergarten ELA Assessment	<input type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Kindergarten ELA HEDI Process	<input type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA Assessment
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input type="checkbox"/> Grade 2 ELA Assignment of Points	<input type="checkbox"/> Grade 3 ELA Assignment of Points

**3.5) Grades K-3 Math**

<input type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Kindergarten Math HEDI Process	<input type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math Assessment
<input type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math HEDI Process
<input type="checkbox"/> Grade 2 Math Assignment of Points	<input type="checkbox"/> Grade 3 Math Assignment of Points

**3.6) Grades 6-8 Science**

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science Assessment	
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

**3.7) Grades 6-8 Social Studies**

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

**3.8) High School Social Studies Regents Courses**

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 Assessment
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 Assignment of Points	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> American History Assessment	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

**3.9) High School Science Regents Courses**

<input type="checkbox"/> Living Environment Assessment	<input type="checkbox"/> Earth Science Assessment
<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry Assessment	<input type="checkbox"/> Physics Assessment
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

**3.10) High School Math Regents Courses**

<input type="checkbox"/> Algebra 1 Assessment	<input type="checkbox"/> Geometry Assessment
<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 Assessment	
<input type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

**3.11) High School English Language Arts**

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 9 ELA HEDI Process	<input type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

**3.12) All Other Courses**

<input type="checkbox"/> All other course(s) Assessment(s)
<input type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

**3.13) HEDI Table(s)**

- Listed course(s) Assessment(s)
- Listed course(s) HEDI Process
- Listed course(s) Assignment of Points

**Task 7. State Growth or Other Comparable Measures (Principals)**

**7.3) Students Learning Objectives as Comparable Growth Measures (20 points)**

- Listed course(s) Assessment(s)
- Listed course(s) HEDI Process
- Listed course(s) Assignment of Points

**7.3) HEDI Table(s)**

- Listed course(s) Assessment(s)
- Listed course(s) HEDI Process
- Listed course(s) Assignment of Points

**Task 8. Locally-Selected Measures (Principals)**

**8.1) Locally Selected Measures of Student Achievement for Principals With an Approved Value-Added Measure (15 points) (20 points until Value-Added is implemented)**

- Listed course(s) Assessment(s)
- Listed course(s) HEDI Process
- Listed course(s) Assignment of Points

**8.1) HEDI Table(s)**

- Listed course(s) Assessment(s)
- Listed course(s) HEDI Process
- Listed course(s) Assignment of Points

**8.2) Locally Selected Measures of Student Achievement for All Other Principals (20 points)**

- Listed course(s) Assessment(s)
- Listed course(s) HEDI Process
- Listed course(s) Assignment of Points

**8.2) HEDI Table(s)**

- Listed course(s) Assessment(s)
- Listed course(s) HEDI Process
- Listed course(s) Assignment of Points

## **Statement of Assurances**

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of 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 district or BOCES and its collective bargaining agent(s), where applicable, also assure 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 the district's or BOCES' complete APPR 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 district's or BOCES APPR plan, including any approved material changes; 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 or BOCES and its collective bargaining agent(s), where applicable, also make the following specific assurances with respect to their APPR plan:**

- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure 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.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and 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's or building principal's performance is being measured.

- Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c and understands that the Commissioner reserves the right to revoke his/her approval of these material changes at any time if the Department determines that additional changes were made to the plan, other than those identified by the district or BOCES in this form.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- 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 the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

**Signatures, Dates**

Superintendent Signature:    Date:

*William Russell*                      2/5/15

Teachers Union President Signature:    Date:

*Christina J. Baygel*                      2/5/2015

Administrative Union President Signature:    Date:

*Joseph A. Baum*                      2/5/2015

Board of Education President Signature:    Date:

*[Signature]*                      05-FEB-15

**Effective May 10, 2014, the school district or BOCES also makes the following specific assurances 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 certify 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 such grade.
- The amount of time devoted to test preparation under traditional 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 such grade.
- Time devoted to teacher administered classroom quizzes or exams, portfolio reviews or performance assessments, formative and diagnostic assessments, including but not limited to assessments used for diagnostic screening required by Education Law §3208(5), shall not be counted toward the aforementioned limits. 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; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes.

Superintendent / District Superintendent / Chancellor Signature:      Date: 2/5/15

William Russell

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, July 28, 2014

## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 600601060000

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

600601060000

#### 1.2) School District Name: OWEGO-APALACHIN CSD

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

OWEGO-APALACHIN CSD

#### 1.3) Assurances

Please check all of the boxes below:

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

#### 1.4) Submission Status

For 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 Thursday, January 22, 2015

### 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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	Owego Apalachin District Developed Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	Owego Apalachin District Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Owego Apalachin District Developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Kindergarten - See attached SLO Growth Measure Calculation Kindergarten Document</p> <p>Grades 1 and 2 - See attached SLO Growth Measure Calculation Grades 1-2 Document</p> <p>Grade 3 - See attached SLO Growth Measure Calculation Grades 3-12 Document</p>
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Kindergarten - See attached SLO Growth Measure Calculation Kindergarten Document
	Grades 1 and 2 - See attached SLO Growth Measure Calculation Grades 1-2 Document
	Grade 3 - See attached SLO Growth Measure Calculation Grades 3-12 Document
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Kindergarten - See attached SLO Growth Measure Calculation Kindergarten Document
	Grades 1 and 2 - See attached SLO Growth Measure Calculation Grades 1-2 Document
	Grade 3 - See attached SLO Growth Measure Calculation Grades 3-12 Document
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Kindergarten - See attached SLO Growth Measure Calculation Kindergarten Document
	Grades 1 and 2 - See attached SLO Growth Measure Calculation Grades 1-2 Document
	Grade 3 - See attached SLO Growth Measure Calculation Grades 3-12 Document
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Kindergarten - See attached SLO Growth Measure Calculation Kindergarten Document
	Grades 1 and 2 - See attached SLO Growth Measure Calculation Grades 1-2 Document
	Grade 3 - See attached SLO Growth Measure Calculation Grades 3-12 Document

### 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	Owego Apalachin District Developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	Owego Apalachin District Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Owego Apalachin District Developed Grade 2 Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<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>Kindergarten - See attached SLO Growth Measure Calculation Kindergarten Document</p> <p>Grades 1 and 2 - See attached SLO Growth Measure Calculation Grades 1-2 Document</p> <p>Grade 3 - See attached SLO Growth Measure Calculation Grades 3-12 Document</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Kindergarten - See attached SLO Growth Measure Calculation Kindergarten Document</p> <p>Grades 1 and 2 - See attached SLO Growth Measure Calculation Grades 1-2 Document</p> <p>Grade 3 - See attached SLO Growth Measure Calculation Grades 3-12 Document</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Kindergarten - See attached SLO Growth Measure Calculation Kindergarten Document</p> <p>Grades 1 and 2 - See attached SLO Growth Measure Calculation Grades 1-2 Document</p> <p>Grade 3 - See attached SLO Growth Measure Calculation Grades 3-12 Document</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Kindergarten - See attached SLO Growth Measure Calculation Kindergarten Document</p> <p>Grades 1 and 2 - See attached SLO Growth Measure Calculation Grades 1-2 Document</p> <p>Grade 3 - See attached SLO Growth Measure Calculation Grades 3-12 Document</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Kindergarten - See attached SLO Growth Measure Calculation Kindergarten Document</p> <p>Grades 1 and 2 - See attached SLO Growth Measure Calculation Grades 1-2 Document</p> <p>Grade 3 - See attached SLO Growth Measure Calculation Grades 3-12 Document</p>

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Owego Apalachin District Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Owego Apalachin District Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grades 6-8 Science - See attached SLO Growth Measure Calculation Grades 3-12 Document
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Grades 6-8 Science - See attached SLO Growth Measure Calculation Grades 3-12 Document
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Grades 6-8 Science - See attached SLO Growth Measure Calculation Grades 3-12 Document
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Grades 6-8 Science - See attached SLO Growth Measure Calculation Grades 3-12 Document
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Grades 6-8 Science - See attached SLO Growth Measure Calculation Grades 3-12 Document

## 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	Owego Apalachin District Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Owego Apalachin District Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Owego Apalachin 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.	Grades 6-8 Social Studies - See attached SLO Growth Measure Calculation Grades 3-12 Document
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Grades 6-8 Social Studies - See attached SLO Growth Measure Calculation Grades 3-12 Document
Effective (9 - 17 points) Results meet District goals for similar students.	Grades 6-8 Social Studies - See attached SLO Growth Measure Calculation Grades 3-12 Document
Developing (3 - 8 points) Results are below District goals for similar students.	Grades 6-8 Social Studies - See attached SLO Growth Measure Calculation Grades 3-12 Document

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

Grades 6-8 Social Studies - See attached SLO Growth Measure Calculation Grades 3-12 Document

## 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	Owego Apalachin District Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Global I, Global II, American History Teachers - See attached SLO Growth Measure Calculation Grades 3-12 Document
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Global I, Global II, American History Teachers - See attached SLO Growth Measure Calculation Grades 3-12 Document
Effective (9 - 17 points) Results meet District goals for similar students.	Global I, Global II, American History Teachers - See attached SLO Growth Measure Calculation Grades 3-12 Document
Developing (3 - 8 points) Results are below District goals for similar students.	Global I, Global II, American History Teachers - See attached SLO Growth Measure Calculation Grades 3-12 Document
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Global I, Global II, American History Teachers - See attached SLO Growth Measure Calculation Grades 3-12 Document

## 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.	Living Environment, Earth Science, Chemistry, Physics - See attached SLO Growth Measure Calculation Grades 3-12 Document
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Living Environment, Earth Science, Chemistry, Physics - See attached SLO Growth Measure Calculation Grades 3-12 Document
Effective (9 - 17 points) Results meet District goals for similar students.	Living Environment, Earth Science, Chemistry, Physics - See attached SLO Growth Measure Calculation Grades 3-12 Document
Developing (3 - 8 points) Results are below District goals for similar students.	Living Environment, Earth Science, Chemistry, Physics - See attached SLO Growth Measure Calculation Grades 3-12 Document
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Living Environment, Earth Science, Chemistry, Physics - See attached SLO Growth Measure Calculation Grades 3-12 Document

## 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.	Only the Algebra Common Core Regents will be administered. For Geometry, both the 2005 standards and the Common Core Geometry Regents will be offered to students in Common Core courses so long as permissible. Teachers will use the higher of the 2 scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Algebra 1, Geometry, Algebra 2 - See attached SLO Growth Measure Calculation Grades 3-12 Document
Effective (9 - 17 points) Results meet District goals for similar students.	Algebra 1, Geometry, Algebra 2 - See attached SLO Growth Measure Calculation Grades 3-12 Document

Developing (3 - 8 points) Results are below District goals for similar students.	Algebra 1, Geometry, Algebra 2 - See attached SLO Growth Measure Calculation Grades 3-12 Document
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Algebra 1, Geometry, Algebra 2 - See attached SLO Growth Measure Calculation Grades 3-12 Document

## 2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Owego Apalachin District Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Owego Apalachin District Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Grade 11 ELA 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 in addition to the Common Core English Regents, or just the latter, 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 ELA, both the 2005 standards and the Common Core ELA Regents will be offered to students in Common Core courses so long as permissible. Teachers will use the higher of the 2 scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	ELA 9, 10, 11 - See attached SLO Growth Measure Calculation Grades 3-12 Document
Effective (9 - 17 points) Results meet District goals for similar students.	ELA 9, 10, 11 - See attached SLO Growth Measure Calculation Grades 3-12 Document
Developing (3 - 8 points) Results are below District goals for similar students.	ELA 9, 10, 11 - See attached SLO Growth Measure Calculation Grades 3-12 Document
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	ELA 9, 10, 11 - See attached SLO Growth Measure Calculation Grades 3-12 Document

## 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 2<sup>nd</sup> drop-down option applies to grades 3 and above and the 5<sup>th</sup> drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
All other courses not listed above	District, Regional or BOCES-developed	Owego Apalachin District Developed Assessment for the appropriate grade level and content area

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All other teachers not listed above - See attached SLO Growth Measure Calculation Grades 3-12 Document
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All other teachers not listed above - See attached SLO Growth Measure Calculation Grades 3-12 Document
Effective (9 - 17 points) Results meet District goals for similar students.	All other teachers not listed above - See attached SLO Growth Measure Calculation Grades 3-12 Document
Developing (3 - 8 points) Results are below District goals for similar students.	All other teachers not listed above - See attached SLO Growth Measure Calculation Grades 3-12 Document
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	All other teachers not listed above - See attached SLO Growth Measure Calculation Grades 3-12 Document

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/12186/1451172-TXEttx9bQW/SLOGrowthMeasureCalculation\_3.pdf

## 2.12) Locally Developed Controls

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

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

Not Applicable

## 2.13) Teachers with more than one growth measure

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

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
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 Wednesday, August 27, 2014

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#### Page 1

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

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. 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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in

the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> 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	NYS 3-5 Math\ELA Assessment
5	6(ii) School wide measure computed locally	NYS 3-5 Math\ELA Assessment
6	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment - 8th Grade Intergrated Algebra Regents & 8th Grade Living Environment Regents
7	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment - 8th Grade Intergrated Algebra Regents & 8th Grade Living Environment Regents
8	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment - 8th Grade Intergrated Algebra Regents & 8th Grade Living Environment Regents

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.	The 20 points will be calculated by using a regional comparison of state assessment results. The regional average will equate automatically to 15 points. Any school level average equal to or above the regional average will score between 15 and 20 points. Any school level average less than the regional average will
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score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum.

For the value added measure, the 15 points will be calculated by using a regional comparison of state assessment results. The regional average will equate automatically to 12 points. Any school level average equal to or above the regional average will score between 13 and 15 points. Any school level average less than the regional average will score between 0 and 11. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum.

This will be done for each academic level using NYS assessment results.

The school level average will be calculated by the following academic levels:

Elementary (K-5), Middle (6-8), High School (9-12)

Elementary will use:

ELA 3-5 and Math 3-5

Middle School will use:

ELA 6-8 and Math 6-8

8th grade student Regents Exam Scores (Integrated Algebra and Living Environment)

High School will use:

All Regents Exams

See attached Local Measures Chart PDF

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF

### 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	NYS 3-5 Math\ELA Assessment
5	6(ii) School wide measure computed locally	NYS 3-5 Math\ELA Assessment
6	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment - 8th Grade Intergrated Algebra Regents & 8th Grade Living Environment Regents

7	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment - 8th Grade Intergrated Algebra Regents & 8th Grade Living Environment Regents
8	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment - 8th Grade Intergrated Algebra Regents & 8th Grade Living Environment Regents

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>The 20 points will be calculated by using a regional comparison of state assessment results. The regional average will equate automatically to 15 points. Any school level average equal to or above the regional average will score between 15 and 20 points. Any school level average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum.</p>
	<p>For the value added measure, the 15 points will be calculated by using a regional comparison of state assessment results. The regional average will equate automatically to 12 points. Any school level average equal to or above the regional average will score between 13 and 15 points. Any school level average less than the regional average will score between 0 and 11. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum.</p>
	<p>This will be done for each academic level using NYS assessment results.  The school level average will be calculated by the following academic levels:  Elementary (K-5), Middle (6-8), High School (9-12)  Elementary will use:  ELA 3-5 and Math 3-5  Middle School will use:  ELA 6-8 and Math 6-8  8th grade student Regents Exam Scores (Integrated Algebra and Living Environment)  High School will use:  All Regents Exams</p>
	<p>See attached Local Measures Chart PDF</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>See attached Local Measures Chart PDF</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attached Local Measures Chart PDF</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attached Local Measures Chart PDF</p>

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

See attached Local Measures Chart PDF

### 3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/194022-rhJdBgDruP/OASchoolsLocalMeasureChartsRevised\\_1.pdf](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> 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	NYS 3-5 Math\ELA Assessment
1	6(ii) School-wide measure computed locally	NYS 3-5 Math\ELA Assessment
2	6(ii) School-wide measure computed locally	NYS 3-5 Math\ELA Assessment
3	6(ii) School-wide measure computed locally	NYS 3-5 Math\ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The 20 points will be calculated by using a regional comparison of state assessment results. The regional average will equate automatically to 15 points. Any school level average equal to or above the regional average will score between 15 and 20 points. Any school level average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.</p> <p>The school level average will be calculated by the following academic levels:            Elementary (K-5), Middle (6-8), High School (9-12)            Elementary will use:            ELA 3-5 and Math 3-5            Middle School will use:            ELA 6-8 and Math 6-8            8th grade student Regents Exam Scores (Integrated Algebra and Living Environment)            High School will use:            All Regents Exams</p> <p>See attached Local Measures Chart PDF</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF

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

See attached Local Measures Chart PDF

### 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	NYS 3-5 Math\ELA Assessment
1	6(ii) School-wide measure computed locally	NYS 3-5 Math\ELA Assessment
2	6(ii) School-wide measure computed locally	NYS 3-5 Math\ELA Assessment
3	6(ii) School-wide measure computed locally	NYS 3-5 Math\ELA Assessment

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

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

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

The 20 points will be calculated by using a regional comparison of state assessment results. The regional average will equate automatically to 15 points. Any school level average equal to or above the regional average will score between 15 and 20 points. Any school level average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.

The school level average will be calculated by the following academic levels:

Elementary (K-5), Middle (6-8), High School (9-12)

Elementary will use:

ELA 3-5 and Math 3-5

Middle School will use:

ELA 6-8 and Math 6-8

8th grade student Regents Exam Scores (Integrated Algebra and Living Environment)

High School will use:

All Regents Exams

See attached Local Measures Chart PDF

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

See attached Local Measures Chart PDF

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

See attached Local Measures Chart PDF

Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF

### 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	NYS 6-8 Math\ELA Assessment - 8th Grade Intergrated Algebra Regents & 8th Grade Living Environment Regents
7	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment - 8th Grade Intergrated Algebra Regents & 8th Grade Living Environment Regents
8	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment - 8th Grade Intergrated Algebra Regents & 8th Grade Living Environment Regents

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.	<p>The 20 points will be calculated by using a regional comparison of state assessment results. The regional average will equate automatically to 15 points. Any school level average equal to or above the regional average will score between 15 and 20 points. Any school level average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.</p> <p>The school level average will be calculated by the following academic levels:  Elementary (K-5), Middle (6-8), High School (9-12)  Elementary will use:  ELA 3-5 and Math 3-5  Middle School will use:  ELA 6-8 and Math 6-8  8th grade student Regents Exam Scores (Integrated Algebra and Living Environment)  High School will use:  All Regents Exams</p> <p>See attached Local Measures Chart PDF</p>
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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.	See attached Local Measures Chart PDF
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF

### 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	NYS 6-8 Math\ELA Assessment - 8th Grade Intergrated Algebra Regents & 8th Grade Living Environment Regents
7	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment - 8th Grade Intergrated Algebra Regents & 8th Grade Living Environment Regents
8	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment - 8th Grade Intergrated Algebra Regents & 8th Grade Living Environment Regents

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>The 20 points will be calculated by using a regional comparison of state assessment results. The regional average will equate automatically to 15 points. Any school level average equal to or above the regional average will score between 15 and 20 points. Any school level average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.</p> <p>The school level average will be calculated by the following academic levels:  Elementary (K-5), Middle (6-8), High School (9-12)  Elementary will use:  ELA 3-5 and Math 3-5  Middle School will use:  ELA 6-8 and Math 6-8  8th grade student Regents Exam Scores (Integrated Algebra and Living Environment)  High School will use:  All Regents Exams</p> <p>See attached Local Measures Chart PDF</p>
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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.	See attached Local Measures Chart PDF
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Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF

### 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	All NYS Regents Exams
Global 2	6(ii) School wide measure computed locally	All NYS Regents Exams
American History	6(ii) School wide measure computed locally	All NYS Regents Exams

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.	<p>The 20 points will be calculated by using a regional comparison of state assessment results. The regional average will equate automatically to 15 points. Any school level average equal to or above the regional average will score between 15 and 20 points. Any school level average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.</p> <p>The school level average will be calculated by the following academic levels:  Elementary (K-5), Middle (6-8), High School (9-12)  Elementary will use:  ELA 3-5 and Math 3-5  Middle School will use:  ELA 6-8 and Math 6-8  8th grade student Regents Exam Scores (Integrated Algebra and Living Environment)  High School will use:  All Regents Exams</p> <p>See attached Local Measures Chart PDF</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	See attached Local Measures Chart PDF

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

### 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	All NYS Regents Exams
Earth Science	6(ii) School wide measure computed locally	All NYS Regents Exams
Chemistry	6(ii) School wide measure computed locally	All NYS Regents Exams
Physics	6(ii) School wide measure computed locally	All NYS Regents Exams

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.	<p>The 20 points will be calculated by using a regional comparison of state assessment results. The regional average will equate automatically to 15 points. Any school level average equal to or above the regional average will score between 15 and 20 points. Any school level average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.</p> <p>The school level average will be calculated by the following academic levels:  Elementary (K-5), Middle (6-8), High School (9-12)  Elementary will use:  ELA 3-5 and Math 3-5  Middle School will use:  ELA 6-8 and Math 6-8  8th grade student Regents Exam Scores (Integrated Algebra and Living Environment)  High School will use:  All Regents Exams</p>
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	See attached Local Measures Chart PDF
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF

### 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	All NYS Regents Exams
Geometry	6(ii) School wide measure computed locally	All NYS Regents Exams
Algebra 2	6(ii) School wide measure computed locally	All NYS Regents Exams

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.	<p>The 20 points will be calculated by using a regional comparison of state assessment results. The regional average will equate automatically to 15 points. Any school level average equal to or above the regional average will score between 15 and 20 points. Any school level average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.</p> <p>The school level average will be calculated by the following academic levels:  Elementary (K-5), Middle (6-8), High School (9-12)  Elementary will use:  ELA 3-5 and Math 3-5  Middle School will use:  ELA 6-8 and Math 6-8</p>
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8th grade student Regents Exam Scores (Integrated Algebra and Living Environment)  
High School will use:  
All Regents Exams

See attached Local Measures Chart PDF

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

See attached Local Measures Chart PDF

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

See attached Local Measures Chart PDF

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

See attached Local Measures Chart PDF

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

See attached Local Measures Chart PDF

### 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	All NYS Regents Exams
Grade 10 ELA	6(ii) School wide measure computed locally	All NYS Regents Exams
Grade 11 ELA	6(ii) School wide measure computed locally	All NYS Regents Exams

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.

The 20 points will be calculated by using a regional comparison of state assessment results. The regional average will equate automatically to 15 points. Any school level average equal to or above the regional average will score between 15 and 20 points. Any school level average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.  
The school level average will be calculated by the following academic levels:

Elementary (K-5), Middle (6-8), High School (9-12)  
 Elementary will use:  
 ELA 3-5 and Math 3-5  
 Middle School will use:  
 ELA 6-8 and Math 6-8  
 8th grade student Regents Exam Scores (Integrated Algebra and Living Environment)  
 High School will use:  
 All Regents Exams

See attached Local Measures Chart PDF

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF

### 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
ELA 12	6(ii) School wide measure computed locally	All NYS Regents Exams
French I	6(ii) School wide measure computed locally	All NYS Regents Exams
French II	6(ii) School wide measure computed locally	All NYS Regents Exams
French III	6(ii) School wide measure computed locally	All NYS Regents Exams
MS Band	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment - 8th Grade Intergrated Algebra Regents & 8th Grade Living Environment Regents
HS Band	6(ii) School wide measure computed locally	All NYS Regents Exams
MS Chorus	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment - 8th Grade Intergrated Algebra Regents & 8th Grade Living Environment Regents
HS Chorus	6(ii) School wide measure computed locally	All NYS Regents Exams

Grade K Music	6(ii) School wide measure computed locally	NYS 3-5 Math\ELA Assessment
Grade 1 Music	6(ii) School wide measure computed locally	NYS 3-5 Math\ELA Assessment
Grade 2 Music	6(ii) School wide measure computed locally	NYS 3-5 Math\ELA Assessment
Grade 3 Music	6(ii) School wide measure computed locally	NYS 3-5 Math\ELA Assessment
Grade 4 Music	6(ii) School wide measure computed locally	NYS 3-5 Math\ELA Assessment
Grade 5 Music	6(ii) School wide measure computed locally	NYS 3-5 Math\ELA Assessment
Grade 6 Music	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment - 8th Grade Intergrated Algebra Regents & 8th Grade Living Environment Regents
Grade 7 Music	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment - 8th Grade Intergrated Algebra Regents & 8th Grade Living Environment Regents
Grade 8 Music	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment - 8th Grade Intergrated Algebra Regents & 8th Grade Living Environment Regents
HS Physical Education	6(ii) School wide measure computed locally	All NYS Regents Exams
MS Physical Education	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment - 8th Grade Intergrated Algebra Regents & 8th Grade Living Environment 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.

The 20 points will be calculated by using a regional comparison of state assessment results. The regional average will equate automatically to 15 points. Any school level average equal to or above the regional average will score between 15 and 20 points. Any school level average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum. This will be done for each academic level using NYS assessment results.

The school level average will be calculated by the following academic levels:

Elementary (K-5), Middle (6-8), High School (9-12)

Elementary will use:

ELA 3-5 and Math 3-5

Middle School will use:

ELA 6-8 and Math 6-8

8th grade student Regents Exam Scores (Integrated Algebra and Living Environment)

High School will use:

All Regents Exams

See attached Local Measures Chart PDF

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF

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)

assets/survey-uploads/5139/194022-Rp00l6pk1T/Form3\_12\_AllOtherCourses.doc

### 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/194022-y92vNseFa4/OASchoolsLocalMeasureChartsRevised\_2.pdf

### 3.14) Locally Developed Controls

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

No other adjustments, controls, or other special considerations will be used to set targets.

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

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

None

### 3.16) Assurances

Please check all of the boxes below:

3.16) Assurances   Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances   Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked

3.16) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances   Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances   Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances   If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances   Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked
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 Monday, July 28, 2014

## Page 1

### 4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric   Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
---------------------------------------	---

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]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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.

See attached Other Effective Measures document

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

assets/survey-uploads/5091/194880-eka9yMJ855/OASchoolsOtherEffectiveMeasuresCalc\_6.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	See attached Other Effective Measures document
Effective: Overall performance and results meet NYS Teaching Standards.	See attached Other Effective Measures document
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See attached Other Effective Measures document
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See attached Other Effective Measures document

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	55-58
Developing	45-54
Ineffective	0-44

#### 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	3
Informal/Short	0
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- 
- Not Applicable
- 

## 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 Monday, July 28, 2014

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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	55-58
Developing	45-54
Ineffective	0-44

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 Monday, July 28, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/194941-Df0w3Xx5v6/OASchoolsTIPPlan.pdf>

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALING THE RESULTS OF THE ANNUAL PROFESSIONAL PERFORMANCE REVIEW

Who May Appeal?

Appeals shall be limited to those evaluations which have resulted in a composite score rating of developing or ineffective for tenured teachers.

#### On What Grounds May an Appeal Be Made?

1. Appeals shall be limited to:

- the substance of the annual professional performance review;
- the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
- the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and
- the school district's issuance and/or implementation of the terms of a Teacher Improvement Plan (TIP).

2. It is understood that the appeal process in no way limits the authority of the Board of Education and Superintendent regarding employment decisions of probationary employees.

3. The burden of proof rests with the appealing party.

#### How Many Appeals May Be Filed?

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised within one appeal. Any issue not raised in the written appeal shall be deemed waived.

#### What is the Procedure for Making an Appeal?

##### Level 1: Appeal to Lead Evaluator

A teacher may appeal the annual evaluation to the appropriate Lead Evaluator within 5 school days of its receipt. The appeal shall be in writing and shall articulate in detail the basis of the appeal.

The appeal must be submitted by completing the "Evaluation Appeals Form". The Lead Evaluator shall hold an informal conference with the appellant teacher and render a written determination in response within 10 school days of receipt of the appeal.

##### Level 2: Appeal to Superintendent

If the issues of the appeal are not resolved through Level 1, the teacher may appeal to the Superintendent of Schools or his/her designee within 5 school days of receipt of the Lead Evaluator's determination. The appeal must be submitted by completing the "Evaluation Appeals Form" and must include the Lead Evaluator's written determination. The Superintendent of Schools or his/her designee shall render a written determination in response within 10 school days of receipt of the appeal.

The determination of the Superintendent of Schools or his /her designee as to the substance of the annual professional performance review shall not be subject to grievance, arbitration, or review in any other forum. This in no way diminishes employee rights as defined in Education Law 3020 and 3020A.

#### EVALUATION APPEALS FORM

Prior to submitting an appeal, please review the Evaluation Appeals Process found in the APPR Plan posted on the District website for information on the process, including timelines.

##### I. Evaluation Appeal Information

Name:

Assignment:

Lead Evaluator:

Date Evaluation Received:

Date of Appeal:

##### II. Rating Being Appealed:

Developing  Ineffective

##### III. What do you believe your rating should have been?

Highly Effective  Effective  Developing

IV. On what basis is appeal being made? Provide any supporting documentation for review.

Level I:

Lead Evaluator:  
Date Appeal Received:  
Date of Informal Conference:  
Date of Determination:  
Determination:

Level II: Superintendent/Designee:  
Date Appeal Received:  
Date of Informal Conference:  
Date of Determination:  
Determination:

## 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.

### Training for Evaluators and Staff

Any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not certified by the Owego Apalachin Central School District Board of Education to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in the employment decisions of retention, tenure determinations, and termination.

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the district's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. Training will be conducted within 30 calendar days of the beginning of each subsequent school year for newly hired staff. Representatives from the Teachers Association and the District will jointly conduct the training.

The "lead evaluator" is the administrator who is primarily responsible for a teacher's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher. All evaluators shall successfully complete training that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall include application and use of the State-approved teacher practice rubric(s) selected by the District for use in evaluations.

In order to be certified as lead evaluators, administrators must be trained in the following nine elements:

1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;
2. Evidence-based observation techniques grounded in research;
3. Application and use of the student growth percentile model and the value-added growth model;
4. Application and use of approved teacher or principal practice 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's 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. 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 principals' overall rating and their subcomponent ratings; and
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Inter-rater reliability training will occur at the local level and/or through regional training offerings through BOCES on an annual basis.

Once an evaluator has successfully completed training meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.

The training shall be annual and on-going.

Recertification will occur annually.

## 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 Checked

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Wednesday, August 27, 2014

## Page 1

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

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

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

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):

PreK - 5
6-8
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 3<sup>rd</sup> 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.	Points are expected to be assigned by the State growth scores, as they apply to all of our Principals, by the criteria given above.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Points are expected to be assigned by the State growth scores, as they apply to all of our Principals, by the criteria given above.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Points are expected to be assigned by the State growth scores, as they apply to all of our Principals, by the criteria given above.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Points are expected to be assigned by the State growth scores, as they apply to all of our Principals, by the criteria given above.

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

Points are expected to be assigned by the State growth scores, as they apply to all of our Principals, by the criteria given above.

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

(No response)

#### 7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

#### 7.5) Principals with More Than One Growth Measure

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

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

#### 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

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 Wednesday, August 27, 2014

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## Page 1

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

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

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

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

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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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
PreK - 5	(d) measures used by district for teacher evaluation	NYS 3-5 ELA/Math Assessment
6-8	(d) measures used by district for teacher evaluation	NYS 6-8 ELA/Math Assessment and 8th Grade NYS Integrated Algebra & NYS Living Environment Regents Exams
9-12	(d) measures used by district for teacher evaluation	All NYS Regents Exams

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The 20 points will be calculated by using a regional comparison of state assessment results. The regional average will equate automatically to 15 points. Any school level average equal to or above the regional average will score between 15 and 20 points. Any school level average less than the regional average will score between 0 and 14. The scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum.</p> <p>For the value added measure, the 15 points will be calculated by using a regional comparison of state assessment results. The regional average will equate automatically to 12 points. Any school level average equal to or above the regional average will score between 13 and 15 points. Any school level average less than the regional average will score between 0 and 11. The</p>
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scoring conversion chart will use a range of regional scores where the top average will be the regional maximum and the low average will be the regional minimum.

This will be done for each academic level using NYS assessment results.

The school level average will be calculated by the following academic levels:

Elementary (K-5), Middle (6-8), High School (9-12)

Elementary will use:

ELA 3-5 and Math 3-5

Middle School will use:

ELA 6-8 and Math 6-8

8th grade student Regents Exam Scores (Integrated Algebra and Living Environment)

High School will use:

All Regents Exams

See attached Local Measures Chart PDF

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Measures Chart PDF

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

(No response)

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

assets/survey-uploads/5366/196317-qBFVOWF7fC/OASchoolsLocalMeasureChartsRevised\_1.pdf

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

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

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

**(below) as an attachment.**

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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	No other principals
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	No other principals
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	No other principals
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	No other principals

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.

No other adjustments, controls, or other special considerations will be used to set targets.

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

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

None

### 8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances   Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances   If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances   Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
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 Monday, July 28, 2014

## Page 1

### 9.1) Principal Practice Rubric

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

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.

Each element will be scored on a scale of 1 (Unsatisfactory/Ineffective) to 4 (Distinguished/Highly Effective) • The score is calculated using the following methodology:

- The sum of the elements scored divided by the number of elements scored equals the HEDI Score.
- The HEDI Score will translate to a number between 0 and 60 on the scoring 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/5143/196337-pMADJ4gk6R/OASchoolsPrincipalsOtherEffectiveMeasuresCalc\\_2.pdf](#)

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

Highly Effective: Overall performance and results exceed standards.	See attached Principal Other Effective Measures Scoring Chart
Effective: Overall performance and results meet standards.	See attached Principal Other Effective Measures Scoring Chart
Developing: Overall performance and results need improvement in order to meet standards.	See attached Principal Other Effective Measures Scoring Chart
Ineffective: Overall performance and results do not meet standards.	See attached Principal Other Effective Measures Scoring Chart

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	55-58
Developing	45-54
Ineffective	0-44

## 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	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

### Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Monday, July 28, 2014

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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	55-58
Developing	45-54
Ineffective	0-44

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

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

Overall  
Composite Score

Highly Effective  
22-25  
14-15  
Ranges determined locally--see above  
91-100

Effective  
10-21  
8-13  
75-90

Developing  
3-9  
3-7  
65-74

Ineffective  
0-2  
0-2  
0-64

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Monday, July 28, 2014

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/196393-Df0w3Xx5v6/OASchoolsPIP.pdf](#)

### 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:

8.1 To the extent a principal wishes to challenge his/her performance review and/or improvement plan (PIP) under the new APPR system; the District has developed an appeals procedure. A principal who receives an effectiveness composite score rating of "ineffective" or "developing" may appeal his/her performance review. Ratings of "highly effective" or "effective" cannot be appealed.

8.2 This appeals procedure does not diminish the authority of the School Board to terminate probationary principals during their

probationary period in accordance with NYS Education Law 3012-c. While the APPR shall be a “significant factor” in tenure and other employment decisions, nothing herein requires an appeal be exhausted before a tenure determination can be made. In addition, appeal procedures shall not cause a principal to acquire tenure when an evaluation appeal is pending.

8.3 In accordance with the law, for purposes of disciplinary proceedings under Education Law 3020-a, a “pattern” of ineffective teaching or performance shall be defined as two consecutive annual ineffective ratings received by a principal through the APPR process.

8.4 In order to implement the requirements of N.Y. Education Law 3012-c, the District and the Association hereby agree as follows:

A. Where and to the extent applicable, the Annual Professional Performance Review of classroom principals shall be a significant factor for employment decisions and principal development, and will be subject to any procedures, which may in the future be negotiated by the District and the Association.

B. A unit member holding the position of classroom principal may appeal only the substance of the Annual Professional Performance Review, the District’s adherence to the standards and methodologies required for such review, and the District’s compliance with its procedures for conducting the Annual Professional Performance Review, or its issuance and/or implementation of the terms of the Principal Improvement Plan.

8.5 Only tenured principals may file an appeal. Non-tenured principals will have the right to add a response to the annual evaluation, which will be kept in his/her personnel file with the annual evaluation. Only “ineffective” or “developing” ratings may be appealed. A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

8.6 The principal bringing an appeal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing that there is no substantial evidence upon which to base the District’s conclusion.

8.7 Such appeal must be submitted in writing to the Superintendent. The writing must explain in detail the specific basis for the appeal, and provide any documents in support of the appeal. The appeal must be submitted within ten (10) calendar days of the principal’s receipt of the final Annual Professional Performance Review or Principal Improvement Plan, or other act under this section, which is the subject of the appeal, or it is deemed waived. Within fifteen (15) calendar days, the Superintendent shall provide the principal with a written response.

## 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.

The Superintendent will ensure that he/she and any evaluators of principals have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The District will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- (1) The ISLLC Leadership Standards and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- (2) Evidence-based observation techniques that are grounded in research;
- (3) Application and use of the student growth percentile model and the value-added growth model;
- (4) Application and use of the principal or principal rubric(s), including training on the effective application of such rubrics to observe a principal or principal's practice;
- (5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom principals or building principals, including but not limited to, structured portfolio reviews; student, parent, principal and/or community surveys; professional growth goals and school improvement goals, etc.;
- (6) Application and use of any locally selected measures of student achievement used by the district evaluate its principals or principals;

(7) Use of the Statewide Instructional Reporting System;

(8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the principal's or principal's overall rating and their subcomponent ratings; and

(9) Specific considerations in evaluating principals and principals of English language learners and students with disabilities.

The Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. This training will reinforce and maintain inter-rater reliability. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations. Training will be annual and on-going.

## 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 Friday, January 23, 2015

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### Page 1

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

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

[assets/survey-uploads/12158/1451182-3Uqgn5g9Iu/88772759-APPR\\_DISTRICT\\_CERTIFICATION\\_FORMDEC2012.pdf](assets/survey-uploads/12158/1451182-3Uqgn5g9Iu/88772759-APPR_DISTRICT_CERTIFICATION_FORMDEC2012.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.

## SLO Growth Score Calculation - Kindergarten

Student	Historical Data (Baseline)	Potential Growth (100 minus Baseline)	Post-Test Score	Actual Growth	Actual Growth as Percent of Potential	Ineffective 24% and below	Developing 25%-49%	Effective 50%-74%	Highly Effective 75%-100%
1	90	10	92	2	20%	1	0	0	0
2	67	33	84	17	52%	0	0	3	0
3	28	72	80	52	72%	0	0	3	0
4	33	67	92	59	88%	0	0	0	4
5	25	75	54	29	39%	0	2	0	0
6	92	8	95	3	38%	0	2	0	0
7	36	64	77	41	64%	0	0	3	0
8	69	31	90	21	68%	0	0	3	0
9	38	62	52	14	23%	1	0	0	0
10	91	9	91	0	0%	1	0	0	0
11	60	40	67	7	18%	1	0	0	0
12	33	67	72	39	58%	0	0	3	0
13	86	14	87	1	7%	1	0	0	0
14	33	67	80	47	70%	0	0	3	0
15	31	69	77	46	67%	0	0	3	0
16	26	74	46	20	27%	0	2	0	0
17	15	85	62	47	55%	0	0	3	0
18	41	59	72	31	53%	0	0	3	0
19	49	51	64	15	29%	0	2	0	0
20	23	77	72	49	64%	0	0	3	0
21	36	64	90	54	84%	0	0	0	4
22	51	49	82	31	63%	0	0	3	0
23	33	67	69	36	54%	0	0	3	0
24	21	79	62	41	52%	0	0	3	0
<b>Totals Per Category</b>						5	8	39	8
						<b>Sum of Four Categories</b>		60	
						<b>Number of Students</b>		24	
						<b>Average HEDI Score</b>		2.5	
						<b>Points</b>		11	
						<b>Rating</b>		Effective	

Historical data will be used to develop Student Learning Objective targets calculated by subtracting the baseline from 100 points (potential growth) and approved by the building principal. Students will be given a post-test at the end of the course. The baseline will be subtracted from the post-test score to determine actual growth. The actual growth is divided by the potential growth to determine the actual growth percentage. The actual growth percentage converts into a leveled score (1 through 4) for each student according to the ranges indicated on the chart. (Ineffective 24% and below, Developing 25-49%, Effective 50-74%, Highly Effective 75-100%) The average leveled score is the average of all his/her student's leveled scores. The average leveled score (1 through 4) is then converted to an overall HEDI score according to the HEDI scoring scale below.

# HEDI Scoring Scale

Group Average Score	1.0 to 1.1	1.2 to 1.3	1.4 to 1.5	1.6 to 1.7	1.8	1.9	2	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3	3.1 to 3.2	3.3 to 3.4	3.5 to 3.7	3.8 to 4.0
Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Rating	Ineffective			Developing						Effective									Highly Effective		

## ELA SLO Growth Score Calculation - Grades 1-2

Student	Historical Data (Baseline)	Potential Growth (100 minus Baseline)	Post-Test Score	Actual Growth	Actual Growth as Percent of Potential	Ineffective 24% and below	Developing 25%-49%	Effective 50%-74%	Highly Effective 75%-100%
1	90	10	92	2	20%	1	0	0	0
2	67	33	84	17	52%	0	0	3	0
3	28	72	80	52	72%	0	0	3	0
4	33	67	92	59	88%	0	0	0	4
5	25	75	54	29	39%	0	2	0	0
6	92	8	95	3	38%	0	2	0	0
7	36	64	77	41	64%	0	0	3	0
8	69	31	90	21	68%	0	0	3	0
9	38	62	52	14	23%	1	0	0	0
10	91	9	91	0	0%	1	0	0	0
11	60	40	67	7	18%	1	0	0	0
12	33	67	72	39	58%	0	0	3	0
13	86	14	87	1	7%	1	0	0	0
14	33	67	80	47	70%	0	0	3	0
15	31	69	77	46	67%	0	0	3	0
16	26	74	46	20	27%	0	2	0	0
17	15	85	62	47	55%	0	0	3	0
18	41	59	72	31	53%	0	0	3	0
19	49	51	64	15	29%	0	2	0	0
20	23	77	72	49	64%	0	0	3	0
21	36	64	90	54	84%	0	0	0	4
22	51	49	82	31	63%	0	0	3	0
23	33	67	69	36	54%	0	0	3	0
24	21	79	62	41	52%	0	0	3	0
<b>Totals Per Category</b>						5	8	39	8
						<b>Sum of Four Categories</b>		60	
						<b>Number of Students</b>		24	
						<b>Average Leveled Score</b>		2.5	
						<b>ELA HEDI Score</b>		11	
						<b>Math HEDI Score</b>		16	
						<b>Final HEDI Score</b>		14	
						<b>Rating</b>		Effective	

Historical data will be used to develop Student Learning Objective targets calculated by subtracting the baseline from 100 points (potential growth) and approved by the building principal. Students will be given a post-test at the end of the course. The baseline will be subtracted from the post-test score to determine actual growth. The actual growth is divided by the potential growth to determine the actual growth percentage. The actual growth percentage converts into a leveled score (1 through 4) for each student according to the ranges indicated on the chart. (Ineffective 24% and below, Developing 25-49%, Effective 50-74%, Highly Effective 75-100%) The average leveled score is the average of all his/her student's leveled scores. The average leveled score (1 through 4) is then converted to an ELA HEDI score according to the HEDI scoring scale below.

The final HEDI Score will be an average of the ELA HEDI score and the Math HEDI Score. The final HEDI score will be rounded based on traditional rounding rules. (if .5 or higher, round up, if below .5, round down)

# HEDI Scoring Scale

Group Average Score	1.0 to 1.1	1.2 to 1.3	1.4 to 1.5	1.6 to 1.7	1.8	1.9	2	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3	3.1 to 3.2	3.3 to 3.4	3.5 to 3.7	3.8 to 4.0
Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Rating	Ineffective			Developing						Effective									Highly Effective		

## Math SLO Growth Score Calculation - Grades 1-2

Student ID	Student Name	Grade	Course	Teacher	Baseline	Target	Post Test Score	Standard for Proficient Growth	Standard for Mastery Growth
2990	Student 1	10	Science Class	Teacher Name	10	65	75	3	0
3800	Student 2	10	Science Class	Teacher Name	28	65	77	3	0
4361	Student 3	10	Science Class	Teacher Name	41	65	84	3	0
1443	Student 4	10	Science Class	Teacher Name	52	85	87	0	4
2460	Student 5	10	Science Class	Teacher Name	38	65	76	3	0
3374	Student 6	10	Science Class	Teacher Name	21	65	67	3	0
2148	Student 7	10	Science Class	Teacher Name	55	85	91	0	4
1569	Student 8	10	Science Class	Teacher Name	52	85	85	0	4
3593	Student 9	10	Science Class	Teacher Name	28	65	80	3	0
7799	Student 10	10	Science Class	Teacher Name	45	65	77	3	0
5626	Student 11	10	Science Class	Teacher Name	24	65	79	3	0
4422	Student 12	10	Science Class	Teacher Name	34	65	88	0	4
5325	Student 13	10	Science Class	Teacher Name	31	65	81	3	0
4043	Student 14	10	Science Class	Teacher Name	28	65	56	0	0
7400	Student 15	10	Science Class	Teacher Name	45	65	88	0	4
8170	Student 16	10	Science Class	Teacher Name	24	65	81	3	0
4057	Student 17	10	Science Class	Teacher Name	38	65	83	3	0
3948	Student 18	10	Science Class	Teacher Name	83	85	93	0	4
4098	Student 19	10	Science Class	Teacher Name	21	65	69	3	0
9553	Student 20	10	Science Class	Teacher Name	21	65	73	3	0
5993	Student 21	10	Science Class	Teacher Name	52	85	86	0	4
6073	Student 22	10	Science Class	Teacher Name	21	65	76	3	0
2217	Student 23	10	Science Class	Teacher Name	52	85	84	3	0
4367	Student 24	10	Science Class	Teacher Name	38	65	67	3	0
5636	Student 25	11	Science Class	Teacher Name	34	65	75	3	0
1471	Student 26	10	Science Class	Teacher Name	17	65	55	0	0
4023	Student 27	10	Science Class	Teacher Name	31	65	80	3	0
4261	Student 28	10	Science Class	Teacher Name	45	65	83	3	0
3502	Student 29	11	Science Class	Teacher Name	34	65	79	3	0
10196	Student 30	10	Science Class	Teacher Name	52	85	70	3	0
8103	Student 31	10	Science Class	Teacher Name	65	85	91	0	4
5966	Student 32	10	Science Class	Teacher Name	24	65	73	3	0
5995	Student 33	10	Science Class	Teacher Name	41	65	79	3	0
1955	Student 34	10	Science Class	Teacher Name	38	65	81	3	0
4088	Student 35	10	Science Class	Teacher Name	48	65	71	3	0
5372	Student 36	10	Science Class	Teacher Name	21	65	79	3	0
4074	Student 37	10	Science Class	Teacher Name	41	65	75	3	0
9427	Student 38	10	Science Class	Teacher Name	62	85	91	0	4
5283	Student 39	10	Science Class	Teacher Name	45	65	67	3	0
7791	Student 40	10	Science Class	Teacher Name	34	65	74	3	0
4496	Student 41	10	Science Class	Teacher Name	28	65	86	0	4
5306	Student 42	10	Science Class	Teacher Name	34	65	82	3	0
3573	Student 43	11	Science Class	Teacher Name	34	65	62	0	0
5327	Student 44	10	Science Class	Teacher Name	34	65	80	3	0
3063	Student 45	10	Science Class	Teacher Name	76	85	97	0	4
10310	Student 46	12	Science Class	Teacher Name	45	65	79	3	0
7058	Student 47	10	Science Class	Teacher Name	31	65	49	0	0
<b>Totals Per Category</b>								96	44
<b>Sum of Two Categories</b>								140	
<b>Number of Students</b>								47	
<b>Average Levelled Score</b>								3.0	
<b>Math HEDI Score</b>								16	
<b>Rating</b>								Effective	

Teachers will use a variety of historical data to determine a baseline. The target will be set by a simple logic formula of either a minimum rigor expectation for growth of a passing score of 65 or a mastery score of 85. 65 and 85 are the minimum values necessary to achieve the corresponding leveled point value (65 or greater and less than 85 receives 3 points, 85 or greater receives 4 points). If the baseline score is below 50, then the minimal passing rate(65) is the target. If the baseline score is above 50, then the mastery rate(85) is the target. Students will be given a post-test at the end of the course. The teacher's SLO HEDI score is calculated by summing the achievement level number for each student who achieved the standard for proficiency growth of 65 (3 points) and the achievement level number for each student who achieved the standard for mastery growth of 85 (4 points). The total for each standard is then summed and divided by the total number of students in the class, thus providing an average leveled score. The average leveled score (1 through 4) is then converted to an overall HEDI score according to the HEDI scoring scale below.

# HEDI Scoring Scale

Group Average Score	1.0 to 1.1	1.2 to 1.3	1.4 to 1.5	1.6 to 1.7	1.8	1.9	2	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3	3.1 to 3.2	3.3 to 3.4	3.5 to 3.7	3.8 to 4.0
Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Rating	Ineffective			Developing						Effective									Highly Effective		

### SLO Growth Score Calculation - Grades 3-12

Student ID	Student Name	Grade	Course	Teacher	Baseline	Target	Post Test Score	Standard for Proficient Growth	Standard for Mastery Growth
2990	Student 1	10	Science Class	Teacher Name	10	65	75	3	0
3800	Student 2	10	Science Class	Teacher Name	28	65	77	3	0
4361	Student 3	10	Science Class	Teacher Name	41	65	84	3	0
1443	Student 4	10	Science Class	Teacher Name	52	85	87	0	4
2460	Student 5	10	Science Class	Teacher Name	38	65	76	3	0
3374	Student 6	10	Science Class	Teacher Name	21	65	67	3	0
2148	Student 7	10	Science Class	Teacher Name	55	85	91	0	4
1569	Student 8	10	Science Class	Teacher Name	52	85	85	0	4
3593	Student 9	10	Science Class	Teacher Name	28	65	80	3	0
7799	Student 10	10	Science Class	Teacher Name	45	65	77	3	0
5626	Student 11	10	Science Class	Teacher Name	24	65	79	3	0
4422	Student 12	10	Science Class	Teacher Name	34	65	88	0	4
5225	Student 13	10	Science Class	Teacher Name	31	65	81	3	0
4043	Student 14	10	Science Class	Teacher Name	28	65	56	0	0
7400	Student 15	10	Science Class	Teacher Name	45	65	88	0	4
8170	Student 16	10	Science Class	Teacher Name	24	65	81	3	0
4057	Student 17	10	Science Class	Teacher Name	38	65	83	3	0
3948	Student 18	10	Science Class	Teacher Name	83	85	93	0	4
4098	Student 19	10	Science Class	Teacher Name	21	65	69	3	0
9553	Student 20	10	Science Class	Teacher Name	21	65	73	3	0
5993	Student 21	10	Science Class	Teacher Name	52	85	86	0	4
6073	Student 22	10	Science Class	Teacher Name	21	65	76	3	0
2217	Student 23	10	Science Class	Teacher Name	52	85	84	3	0
4367	Student 24	10	Science Class	Teacher Name	38	65	67	3	0
5636	Student 25	11	Science Class	Teacher Name	34	65	75	3	0
1471	Student 26	10	Science Class	Teacher Name	17	65	55	0	0
4023	Student 27	10	Science Class	Teacher Name	31	65	80	3	0
4261	Student 28	10	Science Class	Teacher Name	45	65	83	3	0
3302	Student 29	11	Science Class	Teacher Name	34	65	79	3	0
10196	Student 30	10	Science Class	Teacher Name	52	85	70	3	0
8103	Student 31	10	Science Class	Teacher Name	65	85	91	0	4
5966	Student 32	10	Science Class	Teacher Name	24	65	73	3	0
5995	Student 33	10	Science Class	Teacher Name	41	65	79	3	0
1955	Student 34	10	Science Class	Teacher Name	38	65	81	3	0
4088	Student 35	10	Science Class	Teacher Name	48	65	71	3	0
5272	Student 36	10	Science Class	Teacher Name	21	65	79	3	0
4074	Student 37	10	Science Class	Teacher Name	41	65	75	3	0
9427	Student 38	10	Science Class	Teacher Name	62	85	91	0	4
5283	Student 39	10	Science Class	Teacher Name	45	65	67	3	0
7791	Student 40	10	Science Class	Teacher Name	34	65	74	3	0
4498	Student 41	10	Science Class	Teacher Name	28	65	86	0	4
5306	Student 42	10	Science Class	Teacher Name	34	65	82	3	0
3573	Student 43	11	Science Class	Teacher Name	34	65	62	0	0
5327	Student 44	10	Science Class	Teacher Name	34	65	80	3	0
3063	Student 45	10	Science Class	Teacher Name	76	85	97	0	4
10310	Student 46	12	Science Class	Teacher Name	45	65	79	3	0
7058	Student 47	10	Science Class	Teacher Name	31	65	49	0	0
<b>Totals Per Category</b>								96	44
<b>Sum of Two Categories</b>								140	
<b>Number of Students</b>								47	
<b>Average Leveled Score</b>								3.0	
<b>Points</b>								16	
<b>Rating</b>								Effective	

Teachers will use a variety of historical data to determine a baseline. The target will be set by a simple logic formula of either a minimum rigor expectation for growth of a passing score of 65 or a mastery score of 85. 65 and 85 are the minimum values necessary to achieve the corresponding leveled point value (65 or greater and less than 85 receives 3 points, 85 or greater receives 4 points). If the baseline score is below 50, then the minimal passing rate(65) is the target. If the baseline score is above 50, then the mastery rate(85) is the target. Students will be given a post-test at the end of the course. The teacher's SLO HEDI score is calculated by summing the achievement level number for each student who achieved the standard for proficiency growth of 65 (3 points) and the achievement level number for each student who achieved the standard for mastery growth of 85 (4 points). The total for each standard is then summed and divided by the total number of students in the class, thus providing an average leveled score. The average leveled score (1 through 4) is then converted to an overall HEDI score according to the HEDI scoring scale below.

Note: The 3rd Grade ELA and 8th Grade Science exam will divide the raw score by the highest achieved raw score in the grade level exam to determine the post test score. This number will be between 0 and 100.

# HEDI Scoring Scale

Group Average Score	1.0 to 1.1	1.2 to 1.3	1.4 to 1.5	1.6 to 1.7	1.8	1.9	2	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3	3.1 to 3.2	3.3 to 3.4	3.5 to 3.7	3.8 to 4.0
Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Rating	Ineffective			Developing						Effective									Highly Effective		

### High School Local Measure Score Chart

	<b>General Education</b>		
<b>Regional Proficiency Rate</b>	<b>83.1</b>		
<b>Maximum Score</b>	<b>95</b>		
<b>Minimum Score</b>	<b>53.4</b>		
	95.0	20	Highly Effective
	92.6	19	
	90.2	18	
<b>HS Teacher Score</b>	87.9	17	Effective
	85.5	16	
<b>Regional Proficiency Rate</b>	<b>83.1</b>	15	
	81.1	14	
	79.1	13	
	77.2	12	
	75.2	11	
	73.2	10	
	71.2	9	
	69.2	8	
	67.3	7	
	65.3	6	
	63.3	5	
	61.3	4	
	59.3	3	
	57.4	2	Ineffective
	55.4	1	
	53.4	0	

Note: The ranges will vary for each test, each year based on the regional proficiency average. The district proficiency rate must meet the minimum percentage for each HEDI score interval. The district proficiency rate will not be rounded.

Note: The Proficiency Rate for Regents exams is based on a grade of 65.

## Middle School Local Measure Score Chart

	<u>General Education</u>		
<b>Regional Proficiency Rate</b>	<b>60.5</b>		
<b>Maximum Score</b>	<b>78.1</b>		
<b>Minimum Score</b>	<b>44.2</b>		
	78.1	20	
	74.6	19	Highly Effective
	71.1	18	
	67.5	17	
	64.0	16	
<b>Regional Proficiency Rate</b>	<b>60.5</b>	15	
	59.4	14	
	58.3	13	
	57.2	12	
<b>MS Teacher Score</b>	56.2	11	
	55.1	10	
	54.0	9	Effective
	52.9	8	
	51.8	7	
	50.7	6	
	49.6	5	
	48.5	4	
	47.5	3	Developing
	46.4	2	
	45.3	1	
	44.2	0	Ineffective

Note: The ranges will vary for each test, each year based on the regional proficiency average. The district proficiency rate must meet the minimum percentage for each HEDI score interval. The district proficiency rate will not be rounded.

Note: The Proficiency Rate for Regents exams is based on a grade of 65.

## Elementary Local Measure Score Chart

	<b>General Education</b>		
<b>Regional Proficiency Rate</b>	<b>61.0</b>		
<b>Maximum Score</b>	<b>80.3</b>		
<b>Minimum Score</b>	<b>42.4</b>		
	80.3	20	Highly Effective
	76.4	19	
	72.6	18	Effective
	68.7	17	
<b>Elementary Teacher Score</b>	64.9	16	
<b>Regional Proficiency Rate</b>	<b>61.0</b>	15	
	59.8	14	
	58.5	13	
	57.3	12	
	56.0	11	
	54.8	10	
	53.6	9	
	52.3	8	Developing
	51.1	7	
	49.8	6	
	48.6	5	
	47.4	4	
	46.1	3	
	44.9	2	Ineffective
	43.6	1	
	42.4	0	

Note: The ranges will vary for each test, each year based on the regional proficiency average. The district proficiency rate must meet the minimum percentage for each HEDI score interval. The district proficiency rate will not be rounded.

## High School Local Measure Score Chart - Value Added

	<b>General Education</b>		
<b>Regional Proficiency Rate</b>	<b>83.1</b>		
<b>Maximum Score</b>	<b>95</b>		
<b>Minimum Score</b>	<b>53.4</b>		
	95.0	15	Highly Effective
	91.0	14	
<b>HS Teachers Score</b>	87.1	13	Effective
<b>Regional Proficiency Rate</b>	83.1	12	
	80.6	11	
	78.2	10	
	75.7	9	
	73.2	8	Developing
	70.7	7	
	68.3	6	
	65.8	5	
	63.3	4	
	60.8	3	Ineffective
	58.4	2	
	55.9	1	
	53.4	0	

Note: The ranges will vary for each test, each year based on the regional proficiency average. The district proficiency rate must meet the minimum percentage for each HEDI score interval. The district proficiency rate will not be rounded.

Note: The Proficiency Rate for Regents exams is based on a grade of 65.

## Middle School Local Measure Score Chart - Value Added

	<b>General Education</b>		
<b>Regional Proficiency Rate</b>	<b>60.5</b>		
<b>Maximum Score</b>	<b>78.1</b>		
<b>Minimum Score</b>	<b>53.4</b>		
	78.1	15	Highly Effective
	72.2	14	
	66.4	13	Effective
<b>Regional Proficiency Rate</b>	60.5	12	
	59.9	11	
	59.3	10	
	58.7	9	
	58.1	8	Developing
	57.5	7	
	57.0	6	
<b>MS Teachers Score</b>	56.4	5	
	55.8	4	
	55.2	3	Ineffective
	54.6	2	
	54.0	1	
	53.4	0	

Note: The ranges will vary for each test, each year based on the regional proficiency average. The district proficiency rate must meet the minimum percentage for each HEDI score interval. The district proficiency rate will not be rounded.

Note: The Proficiency Rate for Regents exams is based on a grade of 65.

## Elementary School Local Measure Score Chart - Value Added

	<u>General Education</u>		
<b>Regional Proficiency Rate</b>	<b>61.0</b>		
<b>Maximum Score</b>	<b>80.3</b>		
<b>Minimum Score</b>	<b>42.4</b>		
	80.3	15	Highly Effective
	73.9	14	
	67.4	13	
<b>Elementary Teacher Score/Regional Proficiency Rate</b>	61.0	12	Effective
	59.5	11	
	57.9	10	
	56.4	9	
	54.8	8	
	53.3	7	
	51.7	6	Developing
	50.2	5	
	48.6	4	
	47.1	3	
	45.5	2	Ineffective
	44.0	1	
	42.4	0	

Note: The ranges will vary for each test, each year based on the regional proficiency average. The district proficiency rate must meet the minimum percentage for each HEDI score interval. The district proficiency rate will not be rounded.

**Form 3.12: 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."

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Grade 5 Physical Education	6(ii) School wide measure computed locally	NYS 3-5 Math\ELA Assessment
Grade 4 Physical Education	6(ii) School wide measure computed locally	NYS 3-5 Math\ELA Assessment
Grade 3 Physical Education	6(ii) School wide measure computed locally	NYS 3-5 Math\ELA Assessment
Grade 2 Physical Education	6(ii) School wide measure computed locally	NYS 3-5 Math\ELA Assessment
Grade 1 Physical Education	6(ii) School wide measure computed locally	NYS 3-5 Math\ELA Assessment
Grade K Physical Education	6(ii) School wide measure computed locally	NYS 3-5 Math\ELA Assessment
Grade 4 Science	6(ii) School wide measure computed locally	NYS 3-5 Math\ELA Assessment
Grade 6 Science	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment
Grade 7 Science	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment
Grade 8 Science	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment
Family and Career Science	6(ii) School wide measure computed locally	NYS 6-8 Math\ELA Assessment
Health	6(ii) School wide measure computed locally	All NYS Regents Exams
Technology	6(ii) School wide measure computed locally	All NYS Regents Exams
Economics	6(ii) School wide measure computed locally	All NYS Regents Exams

Government	6(ii) School wide measure computed locally	All NYS Regents Exams
Spanish I	6(ii) School wide measure computed locally	All NYS Regents Exams
Spanish II	6(ii) School wide measure computed locally	All NYS Regents Exams
Spanish III	6(ii) School wide measure computed locally	All NYS Regents Exams

## High School Local Measure Score Chart

	<b>General Education</b>		
<b>Regional Proficiency Rate</b>	<b>83.1</b>		
<b>Maximum Score</b>	<b>95</b>		
<b>Minimum Score</b>	<b>53.4</b>		
	95.0	20	Highly Effective
	92.6	19	
	90.2	18	
<b>HS Teacher Score</b>	87.9	17	Effective
	85.5	16	
<b>Regional Proficiency Rate</b>	<b>83.1</b>	15	
	81.1	14	
	79.1	13	
	77.2	12	
	75.2	11	
	73.2	10	
	71.2	9	
	69.2	8	
	67.3	7	
	65.3	6	
	63.3	5	
	61.3	4	
	59.3	3	
	57.4	2	Ineffective
	55.4	1	
	53.4	0	

Note: The ranges will vary for each test, each year based on the regional proficiency average. The district proficiency rate must meet the minimum percentage for each HEDI score interval. The district proficiency rate will not be rounded.

Note: The Proficiency Rate for Regents exams is based on a grade of 65.

## Middle School Local Measure Score Chart

	<u>General Education</u>		
<b>Regional Proficiency Rate</b>	<b>60.5</b>		
<b>Maximum Score</b>	<b>78.1</b>		
<b>Minimum Score</b>	<b>44.2</b>		
	78.1	20	
	74.6	19	Highly Effective
	71.1	18	
	67.5	17	
	64.0	16	
<b>Regional Proficiency Rate</b>	<b>60.5</b>	15	
	59.4	14	
	58.3	13	
	57.2	12	
<b>MS Teacher Score</b>	56.2	11	
	55.1	10	
	54.0	9	Effective
	52.9	8	
	51.8	7	
	50.7	6	
	49.6	5	
	48.5	4	
	47.5	3	Developing
	46.4	2	
	45.3	1	
	44.2	0	Ineffective

Note: The ranges will vary for each test, each year based on the regional proficiency average. The district proficiency rate must meet the minimum percentage for each HEDI score interval. The district proficiency rate will not be rounded.

Note: The Proficiency Rate for Regents exams is based on a grade of 65.

## Elementary Local Measure Score Chart

	<b>General Education</b>		
<b>Regional Proficiency Rate</b>	<b>61.0</b>		
<b>Maximum Score</b>	<b>80.3</b>		
<b>Minimum Score</b>	<b>42.4</b>		
	80.3	20	Highly Effective
	76.4	19	
	72.6	18	Effective
	68.7	17	
<b>Elementary Teacher Score</b>	64.9	16	
<b>Regional Proficiency Rate</b>	<b>61.0</b>	15	
	59.8	14	
	58.5	13	
	57.3	12	
	56.0	11	
	54.8	10	
	53.6	9	
	52.3	8	Developing
	51.1	7	
	49.8	6	
	48.6	5	
	47.4	4	
	46.1	3	
	44.9	2	Ineffective
	43.6	1	
	42.4	0	

Note: The ranges will vary for each test, each year based on the regional proficiency average. The district proficiency rate must meet the minimum percentage for each HEDI score interval. The district proficiency rate will not be rounded.

## High School Local Measure Score Chart - Value Added

	<b>General Education</b>		
<b>Regional Proficiency Rate</b>	<b>83.1</b>		
<b>Maximum Score</b>	<b>95</b>		
<b>Minimum Score</b>	<b>53.4</b>		
	95.0	15	Highly Effective
	91.0	14	
<b>HS Teachers Score</b>	87.1	13	Effective
<b>Regional Proficiency Rate</b>	83.1	12	
	80.6	11	
	78.2	10	
	75.7	9	
	73.2	8	Developing
	70.7	7	
	68.3	6	
	65.8	5	
	63.3	4	
	60.8	3	Ineffective
	58.4	2	
	55.9	1	
	53.4	0	

Note: The ranges will vary for each test, each year based on the regional proficiency average. The district proficiency rate must meet the minimum percentage for each HEDI score interval. The district proficiency rate will not be rounded.

Note: The Proficiency Rate for Regents exams is based on a grade of 65.

## Middle School Local Measure Score Chart - Value Added

	<b>General Education</b>		
<b>Regional Proficiency Rate</b>	<b>60.5</b>		
<b>Maximum Score</b>	<b>78.1</b>		
<b>Minimum Score</b>	<b>53.4</b>		
	78.1	15	Highly Effective
	72.2	14	
	66.4	13	Effective
<b>Regional Proficiency Rate</b>	60.5	12	
	59.9	11	
	59.3	10	
	58.7	9	
	58.1	8	Developing
	57.5	7	
	57.0	6	
<b>MS Teachers Score</b>	56.4	5	
	55.8	4	
	55.2	3	Ineffective
	54.6	2	
	54.0	1	
	53.4	0	

Note: The ranges will vary for each test, each year based on the regional proficiency average. The district proficiency rate must meet the minimum percentage for each HEDI score interval. The district proficiency rate will not be rounded.

Note: The Proficiency Rate for Regents exams is based on a grade of 65.

## Elementary School Local Measure Score Chart - Value Added

	<u>General Education</u>		
<b>Regional Proficiency Rate</b>	<b>61.0</b>		
<b>Maximum Score</b>	<b>80.3</b>		
<b>Minimum Score</b>	<b>42.4</b>		
	80.3	15	Highly Effective
	73.9	14	
	67.4	13	
<b>Elementary Teacher Score/Regional Proficiency Rate</b>	61.0	12	Effective
	59.5	11	
	57.9	10	
	56.4	9	
	54.8	8	
	53.3	7	Developing
	51.7	6	
	50.2	5	
	48.6	4	
	47.1	3	
	45.5	2	Ineffective
	44.0	1	
	42.4	0	

Note: The ranges will vary for each test, each year based on the regional proficiency average. The district proficiency rate must meet the minimum percentage for each HEDI score interval. The district proficiency rate will not be rounded.

# Classroom Observation: Practice Rubric

- One formal announced observation with Pre and Post Conference
- One unannounced observation between 10 and 30 min.
- Evaluators will observe the Danielson elements to cover the NYS Teaching Standards
  1. Knowledge of Students and Student Learning
  2. Knowledge of Content and Instructional Planning
  3. Instructional Practice
  4. Learning Environment
  5. Assessment for Student Learning
  6. Professional Responsibilities and Collaboration
  7. Professional Growth

# Classroom Observation: Practice Rubric

- Observation Scoring – 60 Points
  - Each element will be scored between a high of 4 and a low of 1.
  - The score is calculated using the following methodology:
    - The sum of the elements scored divided by the number of elements scored equals the Rubric Score.
    - The Rubric Score will translate to a number between 0 and 60 on the the scoring band.
    - The Rubric Score must meet the minimum amount for each scoring interval. The Rubric Score will not be rounded.

# Example Score

<u>Domains/Components</u>	<u>Teacher Score</u>
1a: Knowledge of Content and Pedagogy	3
1b: Demonstrating Knowledge of Students	4
1c: Setting Instructional Outcomes	3
1d: Demonstrating Knowledge of Resources	4
1e: Designing Coherent Instruction	4
1f: Designing Student Assessments	3
<b>Domain 1: Planning and Preparation Total</b>	<b>21</b>
<u>Domains/Components</u>	
2a: Creating an Environment of Respect and Rapport	4
2b: Establishing a Culture for Learning	4
2c: Managing Classroom Procedures	3
2d: Managing Student Behavior	3
2e: Organizing Physical Space	4
<b>Domain 2: The Classroom Environment Total</b>	<b>18</b>
<u>Domains/Components</u>	
3a: Communicating with Students	3
3b: Questioning and Discussion Techniques	3
3c: Engaging Students in Learning	3
3d: Using Assessment in Instruction	3
3e: Demonstrating Flexibility and Responsiveness	4
<b>Domain 3: Instruction Total</b>	<b>16</b>
<u>Domains/Components</u>	
4a: Reflecting on Teaching	0
4b: Maintaining Accurate Records	3
4c: Communicating with Families	0
4d: Participating in a Professional Community	3
4e: Growing and Developing Professionally	3
4f: Showing Professionalism	3
<b>Domain 4: Professional Responsibility Total</b>	<b>12</b>
Total Score	67
Components Scored	20
Rubric Score	3.4

# Example Score

## Danielson 60 Point Scoring Scale

Rubric Score	HEDI Score		Rubric Score	HEDI Score
1.00	0		1.34	31
1.01	1		1.36	32
1.02	2		1.37	33
1.03	3		1.38	34
1.04	4		1.39	35
1.06	5		1.40	36
1.07	6		1.41	37
1.08	7		1.42	38
1.09	8		1.43	39
1.10	9		1.44	40
1.11	10		1.46	41
1.12	11		1.47	42
1.13	12		1.48	43
1.14	13		1.49	44
1.16	14		1.5	45
1.17	15		1.6	46
1.18	16		1.7	47
1.19	17		1.8	48
1.20	18		1.9	49
1.21	19		2.0	50
1.22	20		2.1	51
1.23	21		2.2	52
1.24	22		2.3	53
1.26	23		2.4	54
1.27	24		2.5	55
1.28	25		2.75	56
1.29	26		3	57
1.30	27		3.25	58
1.31	28		3.5	59
1.32	29		4	60
1.33	30			



## **Teacher Improvement Plans (TIP)**

### **Purpose:**

TIPS are not disciplinary in nature. A TIP is intended to improve a teacher's performance.

### **Process:**

A TIP SHALL be developed by the evaluator and teacher when:

- A teacher's performance on the overall HEDI composite score, which includes Student Growth, Local Measure, Other Effective Measures (Danielson Rubric) is rated as "Developing" or "Ineffective".
- A TIP must be implemented no later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year.

### **TIP CONFERENCE**

The teacher and evaluator should review the TIP Template before the TIP Conference to reflect on the items that will be discussed.

At the TIP Conference, the teacher and evaluator will develop a plan using the Improvement Plan Template.

### **TIP TEMPLATE**

#### **Improvement Plans must include:**

1. Identification of the specific deficiencies and recommended area(s) for growth;
2. Identification of the specific measures the teacher will take to reach a level of effective teaching.
3. A timeline for the plan, including intermediate checkpoints, to determine progress.
4. The manner of assessing improvement in the identified deficiency areas.
5. Specific resources necessary to implement the plan, including, but not limited to, opportunities for the teacher to work with his/her supervisor, curriculum specialists, veteran teacher(s), attend conferences, peer coaching and other professional development opportunities.

**Timeline for Completion:** Ranges depending on complexity of plan (maximum of one year).

**Benchmarks/Checkpoints:** Each identified area should have at least one benchmark.

**Progress Assessment:** Evidenced/documentated.

## TIP TEMPLATE

Name:

Evaluator:

Assignment:

Date:

1. Identify specific deficiencies and recommended areas of growth:
2. Identify the specific measures the teacher will take to reach a level of effective teaching:
3. Identify a timeline for completion of the TIP, along with times for intermediate checkpoints:
4. Indicate how satisfactory performance as defined by the TIP will be determined:
5. Specific resources necessary to implement the plan, including, but not limited to, opportunities for the teacher to work with his/her supervisor, curriculum specialists, veteran teacher(s), attend conferences, peer coaching and other professional development opportunities:

**Amendments to the Plan:** If the TIP is amended during implementation, specify changes:

The teacher has completed the TIP

Satisfactory    Unsatisfactory

If unsatisfactory, justification for this rating must be stated in writing. Unsatisfactory rating for TIP may be subject to the appeals process.

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

## High School Local Measure Score Chart

	<u>General Education</u>		
<b>Regional Proficiency Rate</b>	<b>83.1</b>		
<b>Maximum Score</b>	<b>95</b>		
<b>Minimum Score</b>	<b>53.4</b>		
	95.0	20	Highly Effective
	92.6	19	
	90.2	18	
<b>HS Teacher Score</b>	87.9	17	
	85.5	16	
<b>Regional Proficiency Rate</b>	<b>83.1</b>	15	Effective
	81.1	14	
	79.1	13	
	77.2	12	
	75.2	11	
	73.2	10	Developing
	71.2	9	
	69.2	8	
	67.3	7	
	65.3	6	
	63.3	5	Ineffective
	61.3	4	
	59.3	3	
	57.4	2	
	55.4	1	
	53.4	0	

Note: The ranges will vary for each test, each year based on the regional proficiency average. The district proficiency rate must meet the minimum percentage for each HEDI score interval. The district proficiency rate will not be rounded.

Note: The Proficiency Rate for Regents exams is based on a grade of 65.

## Middle School Local Measure Score Chart

	<u>General Education</u>		
<b>Regional Proficiency Rate</b>	<b>60.5</b>		
<b>Maximum Score</b>	<b>78.1</b>		
<b>Minimum Score</b>	<b>44.2</b>		
	78.1	20	Highly Effective
	74.6	19	
	71.1	18	
	67.5	17	Effective
	64.0	16	
<b>Regional Proficiency Rate</b>	<b>60.5</b>	15	
	59.4	14	
	58.3	13	
	57.2	12	
<b>MS Teacher Score</b>	56.2	11	
	55.1	10	Developing
	54.0	9	
	52.9	8	
	51.8	7	
	50.7	6	
	49.6	5	Ineffective
	48.5	4	
	47.5	3	
	46.4	2	
	45.3	1	
	44.2	0	

Note: The ranges will vary for each test, each year based on the regional proficiency average. The district proficiency rate must meet the minimum percentage for each HEDI score interval. The district proficiency rate will not be rounded.

Note: The Proficiency Rate for Regents exams is based on a grade of 65.

## Elementary Local Measure Score Chart

	<u>General Education</u>		
<b>Regional Proficiency Rate</b>	<b>61.0</b>		
<b>Maximum Score</b>	<b>80.3</b>		
<b>Minimum Score</b>	<b>42.4</b>		
	80.3	20	Highly Effective
	76.4	19	
	72.6	18	
	68.7	17	
<b>Elementary Teacher Score</b>	64.9	16	
<b>Regional Proficiency Rate</b>	<b>61.0</b>	15	Effective
	59.8	14	
	58.5	13	
	57.3	12	
	56.0	11	
	54.8	10	
	53.6	9	
	52.3	8	
	51.1	7	
	49.8	6	
	48.6	5	Developing
	47.4	4	
	46.1	3	
	44.9	2	
	43.6	1	
	42.4	0	Ineffective

Note: The ranges will vary for each test, each year based on the regional proficiency average. The district proficiency rate must meet the minimum percentage for each HEDI score interval. The district proficiency rate will not be rounded.

## High School Local Measure Score Chart - Value Added

	<u>General Education</u>		
<b>Regional Proficiency Rate</b>	<b>83.1</b>		
<b>Maximum Score</b>	<b>95</b>		
<b>Minimum Score</b>	<b>53.4</b>		
	95.0	15	Highly Effective
	91.0	14	
<b>HS Teachers Score</b>	87.1	13	Effective
<b>Regional Proficiency Rate</b>	83.1	12	
	80.6	11	
	78.2	10	
	75.7	9	
	73.2	8	Developing
	70.7	7	
	68.3	6	
	65.8	5	
	63.3	4	
	60.8	3	Ineffective
	58.4	2	
	55.9	1	
	53.4	0	

Note: The ranges will vary for each test, each year based on the regional proficiency average. The district proficiency rate must meet the minimum percentage for each HEDI score interval. The district proficiency rate will not be rounded.

Note: The Proficiency Rate for Regents exams is based on a grade of 65.

## Middle School Local Measure Score Chart - Value Added

	<u>General Education</u>		
<b>Regional Proficiency Rate</b>	<b>60.5</b>		
<b>Maximum Score</b>	<b>78.1</b>		
<b>Minimum Score</b>	<b>53.4</b>		
	78.1	15	Highly Effective
	72.2	14	
	66.4	13	Effective
<b>Regional Proficiency Rate</b>	60.5	12	
	59.9	11	
	59.3	10	
	58.7	9	
	58.1	8	Developing
	57.5	7	
	57.0	6	
<b>MS Teachers Score</b>	56.4	5	
	55.8	4	
	55.2	3	Ineffective
	54.6	2	
	54.0	1	
	53.4	0	

Note: The ranges will vary for each test, each year based on the regional proficiency average. The district proficiency rate must meet the minimum percentage for each HEDI score interval. The district proficiency rate will not be rounded.

Note: The Proficiency Rate for Regents exams is based on a grade of 65.

## Elementary School Local Measure Score Chart - Value Added

	<u>General Education</u>		
<b>Regional Proficiency Rate</b>	<b>61.0</b>		
<b>Maximum Score</b>	<b>80.3</b>		
<b>Minimum Score</b>	<b>42.4</b>		
	80.3	15	Highly Effective
	73.9	14	
	67.4	13	
<b>Elementary Teacher Score/Regional Proficiency Rate</b>	61.0	12	Effective
	59.5	11	
	57.9	10	
	56.4	9	
	54.8	8	
	53.3	7	Developing
	51.7	6	
	50.2	5	
	48.6	4	
	47.1	3	
	45.5	2	Ineffective
	44.0	1	
	42.4	0	

Note: The ranges will vary for each test, each year based on the regional proficiency average. The district proficiency rate must meet the minimum percentage for each HEDI score interval. The district proficiency rate will not be rounded.

## MPPR Scoring Scale

Rubric Score	HEDI Score		Rubric Score	HEDI Score
1.00	0		1.34	31
1.01	1		1.36	32
1.02	2		1.37	33
1.03	3		1.38	34
1.04	4		1.39	35
1.06	5		1.40	36
1.07	6		1.41	37
1.08	7		1.42	38
1.09	8		1.43	39
1.10	9		1.44	40
1.11	10		1.46	41
1.12	11		1.47	42
1.13	12		1.48	43
1.14	13		1.49	44
1.16	14		1.5	45
1.17	15		1.6	46
1.18	16		1.7	47
1.19	17		1.8	48
1.20	18		1.9	49
1.21	19		2.0	50
1.22	20		2.1	51
1.23	21		2.2	52
1.24	22		2.3	53
1.26	23		2.4	54
1.27	24		2.5	55
1.28	25		2.75	56
1.29	26		3	57
1.30	27		3.25	58
1.31	28		3.5	59
1.32	29		4	60
1.33	30			

## **Owego Apalachin Central 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) 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 time line 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.

# 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.

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature:    Date:

*William Russell*                      12/18/12

Teachers Union President Signature:    Date:

*David K. Whippo*                      12-12-2012

Administrative Union President Signature:    Date:

*[Signature]*                      12-13-12

Board of Education President Signature:    Date:

*[Signature]*                      12/13/12