



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

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Commissioner of Education  
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August 28, 2015

**Revised**

Mr. Robert J. Breidenstein, Superintendent  
Salamanca City Central School District  
50 Iroquois Drive  
Salamanca, NY 14779

Dear Superintendent Breidenstein:

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

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

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

Thank you again for your hard work.

Sincerely,

MaryEllen Elia  
Commissioner

Attachment

c: Lynda Quick

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, August 25, 2014

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 043200050000

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

043200050000

#### 1.2) School District Name: SALAMANCA CITY SD

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

SALAMANCA CITY CENTRAL SCHOOL DISTRICT

#### 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: 04/30/2013

Last updated: 08/28/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### 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:

Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
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	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	iReady Diagnostic Assessment (Primary Grades)
1	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	iReady Diagnostic Assessment (Primary Grades)
2	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	iReady Diagnostic Assessment (Primary Grades)

	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>Teachers will receive their specific HEDI scores based on the percent of students meeting their individual growth targets. Individual targets will be set using baseline data. In order for teachers of ELA at Grades K-2 to be determined effective, a minimum of 75% of students must meet their growth goals using growth-setting expectations from i-Ready Diagnostic Assessment. The principal will approve the final targeted growth score.</p> <p>In order for teachers of ELA at Grade 3 to be determined effective, a minimum of 75% of students will meet growth goals as measured by the NYS ELA assessment at Grade 3. Based on multiple data sets that may include past i-Ready Diagnostic Assessment scores, grades, teachers and principals will set individual growth targets that will be measured by the NYS Grade 3 ELA Assessment. The principal will approve the final targeted growth score. Individual targets will be set using baseline data.</p> <p>A Growth Chart Conversion Scale to convert percentages will be utilized when applicable.</p> <p>Please refer to the table at 2.11 for percent-to-point HEDI detail.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90% or greater of students achieve of their growth goal
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	75-89% of students meet their growth goal
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	60%-74% of students meet their growth goal
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	59% or fewer students meet their growth goal

### 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	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	iReady Diagnostic Assessment (Primary Grades)
1	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	iReady Diagnostic Assessment (Primary Grades)
2	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	iReady Diagnostic Assessment (Primary Grades)

	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>Teachers will receive their specific HEDI scores based on the percent of students meeting their individual growth targets. Individual targets will be set using baseline data. In order for teachers of Math at Grades K-2 to be determined effective, a minimum of 75% of students must meet their growth goals using growth-setting expectations from i-Ready Diagnostic Assessment. The principal will approve the final targeted growth score.</p> <p>In order for teachers of Math at Grade 3 to be determined effective, a minimum of 75% of students will meet growth goals as measured by the NYS Math assessment at Grade 3. Based on multiple data sets that may include past i-Ready Diagnostic Assessment scores, grades teachers and principals will set individual growth targets that will be measured by the NYS Grade 3 Math Assessment. The principal will approve the final targeted growth score. Individual targets will be set using baseline data.</p> <p>A Growth Chart Conversion Scale to convert percentages will be utilized when applicable.</p> <p>Please refer to the table at 2.11 for percent-to-point HEDI detail.</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>90% or greater of students achieve of their growth goal</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>75%-89% of students meet their growth goal</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>60%-74% of students meet their growth goal</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>59% or fewer students meet their growth goal</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	Salamanca City CSD developed grade 6 Science assessment
7	District, regional or BOCES-developed assessment	Salamanca City CSD 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those students currently on the class roster and who take the examination will be calculated. All students on the roster, as of BEDS day, will be expected to take the examination and all possible efforts should be made to achieve this. A 17% gap closing shall be considered the minimal amount of growth to be considered effective. For example:</p> <p>After the final assessment is administered and scored, a class average using those currently on the class roster (as of BEDS day) and who take the assessment will be determined. All students on the roster will be expected to take the assessment and all possible efforts should be made to achieve this. Once the class average on the post-test is determined, the average Gap Closing percentile for the class shall be determined as follows:</p> <p>The applicable formula shall be used  <math display="block">\frac{\text{Final Avg.} - \text{Pretest Avg.}}{4.00 - \text{Pretest Avg.}} \times 100 = \% \text{ Gap Closed.}</math> <math display="block">\frac{\text{Final Avg.} - \text{Pretest Avg.}}{100 - \text{Pretest Avg.}} \times 100 = \% \text{ Gap Closed.}</math> For example:  <math display="block">80 - 60 / 100 - 60 \times 100 = 50\% \text{ Gap Closed}</math> The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>See uploaded matrix in Section 2.11</p>

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Salamanca City CSD developed grade 6 Social Studies assessment
7	District, regional or BOCES-developed assessment	Salamanca City CSD developed grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Salamanca City CSD 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those students currently on the class roster and who take the examination will be calculated. All students on the roster, as of BEDS day, will be expected to take the examination and all possible efforts should be made to achieve this. A 17% gap closing shall be considered the minimal amount of growth to be considered effective. After the final assessment is administered and scored, a class average using those currently on the class roster (as of BEDS day) and who take the assessment will be determined. All students on the roster will be expected to take the assessment and all possible efforts should be made to achieve this. Once the class average on the post-test is determined, the average Gap Closing percentile for the class shall be determined as follows:</p> <p>The applicable formula shall be used  <math display="block">\frac{\text{Final Avg.} - \text{Pretest Avg.}}{(4.00 - \text{Pretest Avg.})} \times 100 = \% \text{ Gap Closed.}</math> <math display="block">\frac{\text{Final Avg.} - \text{Pretest Avg.}}{(100 - \text{Pretest Avg.})} \times 100 = \% \text{ Gap Closed.}</math> For example:  <math display="block">80 - 60 / 100 - 60 \times 100 = 50\% \text{ Gap Closed}</math> The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>

**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	Salamanca City CSD developed Global Studies I 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those students currently on the class roster and who take the examination will be calculated. All students on the roster, as of BEDS day, will be expected to take the examination and all possible efforts should be made to achieve this. A 17% gap closing shall be considered the minimal amount of growth to be considered effective. After the final assessment is administered and scored, a class average using those currently on the class roster (as of BEDS day) and who take the assessment will be determined. All students on the roster will be expected to take the assessment and all possible efforts should be made to achieve this. Once the class average on the post-test is determined, the average Gap Closing percentile for the class shall be determined as follows:</p> <p>The applicable formula shall be used  <math display="block">\frac{\text{Final Avg.} - \text{Pretest Avg.}}{4.00 - \text{Pretest Avg.}} \times 100 = \% \text{ Gap Closed.}</math> <math display="block">\frac{\text{Final Avg.} - \text{Pretest Avg.}}{100 - \text{Pretest Avg.}} \times 100 = \% \text{ Gap Closed.}</math> For example:  <math display="block">80 - 60 / 100 - 60 \times 100 = 50\% \text{ Gap Closed}</math> The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>

**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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those students currently on the class roster and who take the examination will be calculated. All students on the roster, as of BEDS day, will be expected to take the examination and all possible efforts should be made to achieve this. A 17% gap closing shall be considered the minimal amount of growth to be considered effective. After the final assessment is administered and scored, a class average using those currently on the class roster (as of BEDS day) and who take the assessment will be determined. All students on the roster will be expected to take the assessment and all possible efforts should be made to achieve this. Once the class average on the post-test is determined, the average Gap Closing percentile for the class shall be determined as follows:</p> <p>The applicable formula shall be used  <math display="block">\frac{\text{Final Avg.} - \text{Pretest Avg.}}{(4.00 - \text{Pretest Avg.})} \times 100 = \% \text{ Gap Closed.}</math> <math display="block">\frac{\text{Final Avg.} - \text{Pretest Avg.}}{(100 - \text{Pretest Avg.})} \times 100 = \% \text{ Gap Closed.}</math> For example:  <math display="block">80 - 60 / 100 - 60 \times 100 = 50\% \text{ Gap Closed}</math> The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>

**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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those students currently on the class roster and who take the examination will be calculated. All students on the roster, as of BEDS day, will be expected to take the examination and all possible efforts should be made to achieve this. A 17% gap closing shall be considered the minimal amount of growth to be considered effective. After the final assessment is administered and scored, a class average using those currently on the class roster (as of BEDS day) and who take the assessment will be determined. All students on the roster will be expected to take the assessment and all possible efforts should be made to achieve this. Once the class average on the post-test is determined, the average Gap Closing percentile for the class shall be determined as follows:</p> <p>The applicable formula shall be used  <math display="block">\frac{\text{Final Avg.} - \text{Pretest Avg.}}{4.00 - \text{Pretest Avg.}} \times 100 = \% \text{ Gap Closed.}</math> <math display="block">\frac{\text{Final Avg.} - \text{Pretest Avg.}}{100 - \text{Pretest Avg.}} \times 100 = \% \text{ Gap Closed.}</math> For example:  <math display="block">80 - 60 / 100 - 60 \times 100 = 50\% \text{ Gap Closed}</math> The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	iReady Diagnostic Assessment (ELA)
Grade 10 ELA	State approved 3rd party assessment	iReady Diagnostic Assessment (ELA)
Grade 11 ELA	Regents assessment	New York State Comprehensive English 11 Regents Examination/NYS Common Core English 11 Regents Examination

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those students currently on the class roster and who take the examination will be calculated. All students on the roster, as of BEDS day, will be expected to take the examination and all possible efforts should be made to achieve this. A 17% gap closing shall be considered the minimal amount of growth to be considered effective. After the final assessment is administered and scored, a class average using those currently on the class roster (as of BEDS day) and who take the assessment will be determined. All students on the roster will be expected to take the assessment and all possible efforts should be made to achieve this. Once the class average on the post-test is determined, the average Gap Closing percentile for the class shall be determined as follows:</p> <p>The applicable formula shall be used  <math display="block">\frac{\text{Final Avg.} - \text{Pretest Avg.}}{(4.00 - \text{Pretest Avg.})} \times 100 = \% \text{ Gap Closed.}</math> <math display="block">\frac{\text{Final Avg.} - \text{Pretest Avg.}}{(100 - \text{Pretest Avg.})} \times 100 = \% \text{ Gap Closed.}</math> For example:  <math display="block">80 - 60 / 100 - 60 \times 100 = 50\% \text{ Gap Closed}</math> The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>

**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	Salamanca City CSD developed course specific assessment
	Grade 4-8 ELA & Math who do not receive a State Provided Growth Score	State Assessment	NYS Grade 4-8 ELA or Math Assessment


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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those students currently on the class roster and who take the examination will be calculated. All students on the roster, as of BEDS day, will be expected to take the examination and all possible efforts should be made to achieve this. A 17% gap closing shall be considered the minimal amount of growth to be considered effective. After the final assessment is administered and scored, a class average using those currently on the class roster (as of BEDS day) and who take the assessment will be determined. All students on the roster will be expected to take the assessment and all possible efforts should be made to achieve this. Once the class average on the post-test is determined, the average Gap Closing percentile for the class shall be determined as follows:</p> <p>The applicable formula shall be used  <math display="block">\frac{\text{Final Avg.} - \text{Pretest Avg.}}{4.00 - \text{Pretest Avg.}} \times 100 = \% \text{ Gap Closed.}</math> <math display="block">\frac{\text{Final Avg.} - \text{Pretest Avg.}}{100 - \text{Pretest Avg.}} \times 100 = \% \text{ Gap Closed.}</math> For example:  <math display="block">80 - 60 / 100 - 60 \times 100 = 50\% \text{ Gap Closed}</math> The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>See uploaded matrix in Section 2.11</p>

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

(No response)

**2.11) HEDI Tables or Graphics**

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

upload that file here.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/572526-TXEtX9bQW/2.11%20%2020%20pt%20chart%20and%20GAP%20closing%20conversion%20%208.25.15.xlsx>

## 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.

(No response)

## 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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

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
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: 04/30/2013

Last updated: 08/25/2015

For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

#### 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).

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#### **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	4) State-approved 3rd party assessments	iReady Diagnostic Assessment (Intermediate Grades)
5	4) State-approved 3rd party assessments	iReady Diagnostic Assessment (Intermediate Grades)
6	4) State-approved 3rd party assessments	iReady Diagnostic Assessment (Intermediate Grades)
7	4) State-approved 3rd party assessments	iReady Diagnostic Assessment (ELA)
8	4) State-approved 3rd party assessments	iReady Diagnostic Assessment (ELA)

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.*

<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>Teachers will receive their specific HEDI scores based on the percent of students meeting their individual growth targets. In order for teachers of ELA at 4-8 to be determined effective, a minimum of 75% of students must meet their growth goals using growth-setting expectations from i-Ready Diagnostic Assessment. The principal will approve the final targeted growth score.</p> <p>In order for teachers of ELA at 4-8 to be determined effective, a minimum of 75% of students will meet growth goals as measured by the appropriate grade level NYS ELA assessment. Based on multiple data sets that may include past i-Ready Diagnostic Assessment scores, grades, teachers and principals will set individual growth targets that will be measured by the i-Ready Diagnostic Assessment scores. The principal will approve the final targeted growth score.</p> <p>A 20 Point scale will be used until a Value-Added model is implemented by NYSED. At that time, a 15 point scale will be used.</p> <p>The scale attached in 3.3 is then used to determine the points achieved by the teacher for that class. If multiple classes are used for that teacher's score, the weighted average of the scores for the classes involved shall be used.</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 uploaded matrix in section 3.3</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>see uploaded matrix in section 3.3</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>see uploaded matrix in section 3.3</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>see uploaded matrix in section 3.3</p>

### 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	4) State-approved 3rd party assessments	iReady Diagnostic Assessment for Math
5	4) State-approved 3rd party assessments	iReady Diagnostic Assessment for Math
6	4) State-approved 3rd party assessments	iReady Diagnostic Assessment for Math
7	4) State-approved 3rd party assessments	iReady Diagnostic Assessment for Math
8	4) State-approved 3rd party assessments	iReady Diagnostic Assessment for Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>Teachers will receive their specific HEDI scores based on the percent of students meeting their individual growth targets. In order for teachers of Math at 4-8 to be determined effective, a minimum of 75% of students must meet their growth goals using growth-setting expectations from i-Ready Diagnostic Assessment. The principal will approve the final targeted growth score.</p> <p>In order for teachers of Math at 4-8 to be determined effective, a minimum of 75% of students will meet growth goals as measured by the i-Ready Diagnostic Assessment. Based on multiple data sets that may include past i-Ready Diagnostic Assessment scores, grades, teachers and principals will set individual growth targets that will be measured by the i-Ready Diagnostic Assessment scores. The principal will approve the final targeted growth score.</p> <p>A 20 Point scale will be used until a Value-Added model is implemented by NYSED. At that time, a 15 point scale will be used.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3

### 3.3) HEDI Tables or Graphics

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/572527-rhJdBgDruP/3.3%20APPR%2015%20pt%20and%2020%20pt%20chart%20%208.25.15.xls.x>

### 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	iReady Diagnostic Assessment
1	6(ii) School-wide measure computed locally	iReady Diagnostic Assessment
2	6(ii) School-wide measure computed locally	iReady Diagnostic Assessment
3	6(ii) School-wide measure computed locally	iReady Diagnostic 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>Teachers will receive their specific HEDI scores based on the percent of students meeting their individual growth targets. In order for teachers of ELA at Grades K-3 to be determined effective, a minimum of 75% of students must meet their growth goals using growth-setting expectations from i-Ready Diagnostic Assessment. The principal will approve the final targeted growth score.</p> <p>In order for teachers of ELA at K-3 to be determined effective, a minimum of 75% of students will meet growth goals as measured by the I-Ready Diagnostic Assessment . Based on multiple data sets that may include past, grades, teachers and principals will set individual growth i-Ready Diagnostic Assessment scores targets that will be measured by the i-Ready Diagnostic Assessment scores. The principal will approve the final targeted growth score.</p> <p>Please refer to the table at 3.3 for percent-to-point HEDI detail.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3

### 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	iReady Diagnostic Assessment
1	6(ii) School-wide measure computed locally	iReady Diagnostic Assessment
2	6(ii) School-wide measure computed locally	iReady Diagnostic Assessment
3	6(ii) School-wide measure computed locally	iReady Diagnostic 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.	<p>Teachers will receive their specific HEDI scores based on the percent of students meeting their individual growth targets. In order for teachers of Math at Grades K-3 to be determined effective, a minimum of 75% of students must meet their growth goals using growth-setting expectations from i-Ready Diagnostic Assessment. The principal will approve the final targeted growth score.</p> <p>In order for teachers of Math at K-3 to be determined effective, a minimum of 75% of students will meet growth goals as measured by the I-Ready Diagnostic Assessment . Based on multiple data sets that may include past, grades, teachers and principals will set individual growth i-Ready Diagnostic Assessment scores targets that will be measured by the i-Ready Diagnostic Assessment scores. The principal will approve the final targeted growth score.</p> <p>Please refer to the table at 3.3 for percent-to-point HEDI detail.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Salamanca City CSD developed grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Salamanca City CSD developed grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Salamanca City CSD developed grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>A pre-test is administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class.</p> <p>All students on the roster will be expected to take the final assessment and all possible efforts should be made to achieve this. HEIDI points shall be calculated using the percentage of students scoring at or above 75 on the final assessment measure to be considered minimally proficiency.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Salamanca City CSD developed grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Salamanca City CSD developed grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Salamanca City CSD developed grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>A pre-test is administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class.</p> <p>All students on the roster will be expected to take the final assessment and all possible efforts should be made to achieve this. HEIDI points shall be calculated using the percentage of students scoring at or above 75 on the final assessment measure to be considered minimally proficiency.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Salamanca City CSD developed Global Studies I Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	New York State Global History and Geography II Examination
American History	3) Teacher specific achievement or growth score computed locally	New York State Us History Examination

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>A pre-test is administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class.</p> <p>All students on the roster will be expected to take the final assessment and all possible efforts should be made to achieve this. HEIDI points shall be calculated using the percentage of students scoring at or above 75 on the final assessment measure to be considered minimally proficiency.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	New York State Living Environment Examination
Earth Science	3) Teacher specific achievement or growth score computed locally	New York State Earth Science Examination
Chemistry	3) Teacher specific achievement or growth score computed locally	New York State Chemistry Examination

Physics	3) Teacher specific achievement or growth score computed locally	New York State Physics Examination
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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>A pre-test is administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class.</p> <p>All students on the roster will be expected to take the final assessment and all possible efforts should be made to achieve this. HEIDI points shall be calculated using the percentage of students scoring at or above 75 on the final assessment measure to be considered minimally proficiency.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.3

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	New York State Algebra I Examination/NYS Common Core Algebra Examination
Geometry	3) Teacher specific achievement or growth score computed locally	New York State Geometry Examination/NYS Common Core Geometry Examination
Algebra 2	3) Teacher specific achievement or growth score computed locally	New York State Algebra II Examination

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, 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>A pre-test is administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class.</p> <p>All students on the roster will be expected to take the final assessment and all possible efforts should be made to achieve this. HEIDI points shall be calculated using the percentage of students scoring at or above 75 on the final assessment measure to be considered minimally proficiency.</p> <p>When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as allowed by SED.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>see uploaded matrix in section 3.3</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>see uploaded matrix in section 3.3</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>see uploaded matrix in section 3.3</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>see uploaded matrix in section 3.3</p>

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Salamanca City CSD developed English 9 Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Salamanca City CSD developed English 10 Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	New York State Comprehensive English 11 Regents Examination/NYS Common Core Regents English 11 Examination

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 in addition to the Common Core English Regents, or just the latter, and how the HEDI process will be adjusted accordingly.



possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>A pre-test is administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class.</p> <p>All students on the roster will be expected to take the final assessment and all possible efforts should be made to achieve this. The percentage of students scoring at or above 75 on the final assessment measure is considered minimal proficiency.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>see uploaded matrix in section 3.3</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>see uploaded matrix in section 3.3</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>see uploaded matrix in section 3.3</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>see uploaded matrix in section 3.3</p>

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

(No response)

### 3.13) HEDI Tables or Graphics

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

(No response)

### 3.14) Locally Developed Controls

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

### 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.

Teachers with multiple locally selected and regents courses will have effectiveness score (Local Measures) be combined from an aggregate average of all courses taught to calculated for teacher effectiveness score for Locally selected measures.

### 3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
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
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
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
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: 04/30/2013

Last updated: 08/20/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### 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.)

Rubric	NYSUT Teacher Practice Rubric
Second Rubric, if applicable	Not Applicable

#### 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:

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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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.

Tripod Early Elementary Student Perception Survey K-2	(No response)
Tripod Elementary Student Perception Survey 3-5	(No response)
Tripod Secondary Student Perception Survey	(No response)
District Variance	(No response)
My Student Survey, LLC's Survey of Teacher Practice (STeP) survey for use in grades 3-12	(No response)

### 4.4) Assurances

Please check all of the boxes below:

Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
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.

The formulation of assigning classroom observation points require multiple visitations by trained evaluators into the "teacher's classroom". Visitations will be at a minimum for one (1) extended period of instruction for tenured faculty and two (2) extended periods of instruction for untenured faculty (announced visitations) and a minimum of two (2) and a maximum of four(4) "walk through" visitations of three (3) to

eight (8) minutes per visitation annually for all tenured and untenured teachers (unannounced visitations).

Walk through observations shall be unannounced and formal classroom observations shall be announced.

Sixty (60) points will be generated using the Seven Standards of the NYSUT Model. Although it is best to observe a teacher as many times as possible through formal and informal observations, it is understood that observers may not necessarily have the chance to see each of the elements of the standards in action.

If an element is not observed, it is marked as not observed, and will not be counted toward a teacher's final evaluation. Each element in each standard will be scored on a scale of one to four (1-4). Elements observed more than once will result in one (1) average score for each element.

The final rubric score will be generated as a Total Average Rubric Score as follows:

\*rubric scores for standards 1, 2, 6, and 7 will count once;

\*rubric scores for standards 3, 4, 5 will be counted twice for each standard.

Individual Element Score for each Standard shall be computed as follow:

$S1 = 5 \text{ elements observed each rated a } 4/4 = 20 \text{ raw points divided by } 5 =$   
standards observed for an average element score of 4

All of the elements for each standard shall be combined and be averaged to arrive at a single score for each standard.

The scores from multiple observations shall be combined and averaged to arrive at a single score for each standard.

Hence the Total Average Rubric Score formula =  $S1 + S2 + S3+S3+S4+S4+S5+S5+ S6+S7 / 10$ .

The lowest possible raw score a teacher may receive is a 1 and the highest possible raw score a teacher may receive is a 4.

The raw score will then be converted to a sixty (60) point score using the methodology in the conversion chart in section 4.5.

The Teacher Effectiveness Score shall be worth a total possible 60 points with the scoring bands for each range listed below:

Highly Effective Range: 59-60

Effective Range: 57-58

Developing Range: 50-56

Ineffective Range: 0-49

Teacher Effectiveness Score + Local Effectiveness Score+ State Effectiveness Score=

Total Teacher Composite Effectiveness Score

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5091/129303-eka9yMJ855/Rubric%20Score%20to%20Sub.docx>

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	59-60
Effective: Overall performance and results meet NYS Teaching Standards.	57-58
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	50-56
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-49

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	2
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

**Responses Selected:**

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

**Responses Selected:**

In Person
-----------

**4.7) Observations of Tenured Teachers**

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	2
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 tenured teachers be done in person, by video, or both?

**Responses Selected:**

In Person
-----------

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

**Responses Selected:**

In Person
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## 5. Composite Scoring (Teachers)

Created: 04/30/2013

Last updated: 04/20/2015

For guidance on Composite Scoring, see NYSED APPR Guidance section I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### 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)
<b>Highly Effective</b>	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.
<b>Effective</b>	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.
<b>Developing</b>	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.
<b>Ineffective</b>	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
<b>Highly Effective</b>	18-20	18-20	<b>Ranges determined locally--see below</b>	91-100
<b>Effective</b>	9-17	9-17		75-90
<b>Developing</b>	3-8	3-8		65-74
<b>Ineffective</b>	0-2	0-2		0-64

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

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

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

Where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	22-25	14-15	Ranges determined locally--see above	91-100
Effective	10-21	8-13		75-90
Developing	3-9	3-7		65-74
Ineffective	0-2	0-2		0-64

## 6. Additional Requirements - Teachers

Created: 04/30/2013

Last updated: 08/25/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Teacher Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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
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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/572530-Df0w3Xx5v6/TIP%20FORM%208.17.15.docx>

#### 6.3) Appeals Process

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

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

##### Article VIII- Appeals Process

Grounds for appeal will be as follows:

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:

8.1 Purpose of Appeal: The purpose of the internal appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The following appeal process is designed to further this goal. The burden of proof shall be on the appellant (teacher) to establish by the preponderance of the evidence that the total composite rating score given by the lead evaluator was not justified.

8.1.1 Who: Tenured and untenured teachers or authoring administrator who meet the appeal process criteria may use this appeal process.

8.1.2 Why: Said appeal process shall be available to eligible employees (detailed in 8.1.1) to appeal the overall teacher composite score rating.

8.1.3 What: Only tenured teachers who receive an overall "Developing" or "Ineffective" rating in the teacher composite rating score or the authoring administrator may initiate an appeal to a Level I, Level II or Level III committee.

8.1.4 How:

1.Governing Body to Adjudicate the Appeal: The governing body shall be defined as the "Appeal Committee" (hereinafter "Committee"). The Committee shall be identified as Level I, Level II and Level III and make up shall be:

a.Level I-

i.The teacher being evaluated (appellant) and

ii. The administrator (authoring administrator)

b.Level II-

i.One tenured administrator appointed to the Committee, selected by the Superintendent. The tenured administrator appointed shall not be the administrator who authored the evaluation; and

ii.Two tenured teachers shall be appointed to the Committee by the Association President or his/her designee. The tenured teachers shall not be assigned to the department or building of the appellant.

c.Level III-

i.Is exclusively the Superintendent of Schools.

d. Level I, II and III APPR Appeal committee meetings shall meet within ten (10) work days from receipt of appeals form and at such time outside of the student attendance day.

i. The District will annually establish an Appeal Compensation Fund, not to exceed five hundred (\$500) dollars annually to compensate Level II Appeal Committee Members

1. Level II Appeal Committee Members will be compensated fifty (\$50) dollars per appeal.

ii. Once the Appeal Compensation Fund is depleted, no additional compensation for committee members participating in Level II Appeals will be permissible for that academic school year.

e. The Level I and II committees will sustain or dismiss the appeal using the consensus model. If consensus is not reached, the Committee shall write up and submit to the Superintendent and the Association President within ten (10) workdays of its determination a consensus brief on the prescribed form, detailing the opposing conclusions relative to the appellant's claim.

2. Timeline:

a. The appellant must forward a written evaluation appeal within ten (10) workdays of receipt of the evaluation. Said appeal must be submitted in writing on the prescribed form to the Superintendent of Schools and the Association President. (See Appeal form attached). Electronic communications will not be accepted.

i. Only the appellant (teacher) may initiate a Level I appeal.

1. The appellant may elect to have Association representation at a Level I Appeal Conference.

ii. Only the appellant (teacher) may initiate a Level II appeal.

iii. A Level III appeal may only be initiated by the appellant or authoring administrator.

iv. Appeals can only be requested by the impacted teacher or authoring administrator as applicable.

b. The Superintendent and Association President shall charge the Level I or II Committee to hold an Appeal Conference within ten (10) workdays of receipt of any appeal.

c. The Committee shall issue its written findings to the Superintendent, Association President, the employee and the authoring administrator within ten (10) workdays of the conference. The Level I or II committee members will determine who shall be responsible for communicating the findings to the required parties.

3. Appeal Conferencing:

a. The committee shall have the right to ask questions of the appellant or evaluating administrator and have the right to request additional information necessary to make an informed decision.

b. The appeal conferences are closed meetings and only by unanimous decree from the committee may individuals attend or observe the

proceedings.

c. Additional evidence or artifacts may be submitted by the appellant or authoring administrator during the Level I Appeal in support of the appeal. Any additional evidence or artifact submitted during a Level I Appeal will be considered as part of the record and will be used in the determination to sustain or dismiss at Levels I, II or III of the appeal process.

d. No additional evidence or artifacts will be accepted after the expiration of the Level I appeal timeframe.

#### 4. Committee Findings:

a. APPR Teacher Total Composite Scores may be appealed pursuant to the New York State 3012-c regulations.

1. The Local requirements pursuant to the Collective Bargaining Agreement has been collectively negotiated

b. The Committee is empowered to affirm or overturn only sections of the formal evaluation (60 points) where an ineffective or developing rating occurred. The local and state (40 combined % of total teacher composite scores) scores are not open for appeal. The committee may indicate what the section rating should be and include this determination in the final determination. Said ability to overturn a section(s) of the evaluation does not negate the fact that the evaluation was completed in a timely manner nor can the committee at anytime lower a section rating.

c. The committee (Level I or II) will issue a written statement detailing the final determination of the appeal to the Superintendent, Association President, the appellant and the authoring administrator.

d. Within ten (10) work days, from the receipt of the written determination of the committee's (Level II) decision, the appellant or the authoring administrator may appeal the committee's decision for a final adjudication to the Superintendent (Level III appeal).

e. The Level III appeal to the Superintendent must be in written form and received no later than ten (10) work days from the receipt of the Level II committee's decision

f. The Superintendent has sole authority to dismiss or affirm the appeal committee's decision in part or in whole within 10 work days from receipt of a Level II Appeal Form.

g. Within ten (10) workdays from the receipt of the Level III appeal, the Superintendent will affirm or reject the appeal and issue a written statement to the appellant and authoring administrator outlining the affirmation or rejection of said appeal.

h. The Level III appeal, issued by the Superintendent will be final and binding and may not be appealed further by either the appellant or authoring administrator.

i. Failure of any party to comply with the requirements of this procedure shall result in a waiver and/or denial of any further appeal.

All steps in the appeals process will be timely and expeditious in accordance with Education Law §3012c.

## 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.

#### Article VI- Evaluator Training

6.1 The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with the 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 New York State Teaching Standards, and their related elements and performance indicators and the leadership standards and their related functions, as applicable;
- (2) Evidenced-based observation techniques that are grounded in research;
- (3) Application and use of the student growth percentile model and the value added growth model;
- (4) Application and use of the teacher or principal (s), including training on the effective application of such rubrics to observe a teacher or principal's practice;
- (5) Application and use of assessment tools utilized by the teacher as submission of evidence of teacher effectiveness 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 locally selected measures of student achievement used by the district to evaluate its teachers 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 range is prescribed by the commissioner for the four designated rating categories used for the teachers or principals overall rating and there subcomponent ratings; and
- (9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

The superintendent will ensure that lead evaluators participate in ongoing training for a minimum of 10 hours via Administrative Cabinet meetings, Individual Superintendent/Lead Evaluator meetings and BOCES/Regional trainings and are recertified on an annual basis thus assuring inter-rater reliability over time. The BOCES Network Team or state-wide approved training coursework will be utilized to provide the training and recertification. Any evaluator who fails to achieve required training, certification or recertification, as applicable, shall not conduct or complete evaluations.

#### 6.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:	Checked
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- (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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
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### 6.6) Assurances -- Teachers

Please check all of the boxes below:

Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 04/30/2013

Last updated: 08/28/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

## 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):

	4-6
	7-12
	(No response)

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

Please check the boxes below:

Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
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
	K-3	Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	iReady Diagnostic Assessment (Primary Grades)
	4-6	State assessment	Grade 4-6 ELA and Math NYS Assessments
	7-12	State assessment	Grade 7 & 8 NYS ELA and Math Assessments, NYS Algebra I and ELA Regents Assessments, and all other applicable Regents Assessments
	K-3	State assessment	NYS ELA Grade 3 and NYS Math Grade 3 Assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.

A pre-test will be administered at the beginning of the school year (generally in the first 5 weeks) and a final assessment will be administered at the end of the class.

After the pre-test is administered and scored, a building average using those currently on the roster and who take the examination will be calculated. All students on the roster, as of BEDS day, will be expected to take the examination and all possible efforts should be made to achieve this. 17% gap closing shall be considered the minimal amount of growth to be considered effective. The minimal growth score to be effective shall be calculated as follows:

$$(\text{class average}) \times 17\% = \text{Gap Closing to be minimally effective.}$$

After the final assessment is administered and scored, a building wide average using those currently on the roster (as of BEDS day) and who take the assessment will be determined. All students on the roster will be expected to take the assessment and all possible efforts should be made to achieve this. Once the building wide average on the post-test is determined, the average Gap Closing percentile for the class shall be determined as follows:

$$\frac{\text{Final Avg.} - \text{Pretest Avg.}}{(100 - \text{Pretest Avg.})} \times 100 = \% \text{ Gap Closed}$$

$$\frac{\text{Final Avg.} - \text{Pretest Avg.}}{(4.00 - \text{Pretest Avg.})} \times 100 = \% \text{ Gap Closed}$$

The scale attached in 7.3 is then used to determine the points achieved by the principal for that building based on his/her gap closing percentile. If multiple classes are used for that principal's score, the weighted average of the scores for the classes involved shall be used.

A Growth Chart Conversion Scale to convert percentages will be utilized when applicable.

Where applicable, both Common Core and NYS Standards Regents will be administered and the higher of the two scores will be used so long as permitted by NYSED.

Principals with more than one growth score will have their SLO's weighted proportionally based on the number of students included in all SLO's. This will provide for one overall 20 point growth component score.

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

See uploaded Matrix from Section 7.3

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

See uploaded Matrix from Section 7.3

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

See uploaded Matrix from Section 7.3

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

See uploaded Matrix from Section 7.3

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.

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/572531-lha0DogRNw/7.3%20APPR%20NYS%20Average%20Conversion%20Scale%20to%20percentage%20%20%208.17.15\\_W51yYzS.xlsx](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/572531-lha0DogRNw/7.3%20APPR%20NYS%20Average%20Conversion%20Scale%20to%20percentage%20%20%208.17.15_W51yYzS.xlsx)

#### 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.

Not applicable

### 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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
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
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
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
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

## 8. Local Measures (Principals)

Created: 04/30/2013

Last updated: 08/26/2015

For guidance on locally selected measures of student achievement or growth, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### 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
	4-6	(d) measures used by district for teacher evaluation	i-Ready Diagnostic Assessment ELA
	4-6	(d) measures used by district for teacher evaluation	i-Ready Diagnostic Assessment Math
	7-12	(d) measures used by district for teacher evaluation	Comprehensive English 11/Common Core English 11 Regents, Algebra I/Common Core Algebra Regents, Global Studies II Regents, Living Environment Regents and US History & Government Regents

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

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

<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>A pre-test is administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class.</p> <p>The Grade 4-6 Principal will have a raw average of the i-Ready Diagnostic Assessments for ELA and Math to determine the Locally Selected Measure score. The percent of students meeting a proficiency standard with a 2 being proficient.</p> <p>The 7-12 principal will have an average of the five (5) Gatekeeper Regents Examinations to determine the Locally Selected Measure score, Algebra I/Common Core Algebra, Global History II, US History, Living Environment and Comprehensive English 11/Common Core ELA 11.</p> <p>for the Grade 7-12 Principal, all students on the roster will be expected to take the final assessment and all possible efforts should be made to achieve this. The percentage of students scoring at or above 65 on the final assessment measure is considered minimal proficiency.</p> <p>Where applicable, both Common Core and NYS Standards Regents will be administered and the higher of the two scores will be used so long as permitted by NYSED.</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 uploaded matrix in Section 8.1</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See uploaded matrix in Section 8.1</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See uploaded matrix in Section 8.1</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See uploaded matrix in Section 8.1</p>

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. \(MS Word \)](#)

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/572532-8o9AH60arN/8.1%20APPR%20NYS%20Average%20chart%20%20%208.25.15\\_AMbnmVL.xlsx](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/572532-8o9AH60arN/8.1%20APPR%20NYS%20Average%20chart%20%20%208.25.15_AMbnmVL.xlsx)

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

(No response)

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

In the table below, list all of the grade configurations/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
	K-3	(d) measures used by district for teacher evaluation	iReady Diagnostic Assessment

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 K-3 principal will use results from K-3.</p> <p>A pre-test will be administered at the beginning of the school year (generally in the first 5 weeks) and a final assessment will be administered at the end of the school year. After the pre-test is administered and scored, a building wide average using those currently on the roster and who take the examination will be calculated. All students on the roster, as of BEDS day, will be expected to take the examination and all possible efforts should be made to achieve this. 17% gap closing shall be considered the minimal amount of growth to be considered effective. The minimal growth score to be effective shall be calculated as follows:</p> <p>The appropriate formula will be used as applicable-  <math display="block">\frac{\text{Final Avg.} - \text{Pretest Avg.}}{(100 - \text{Pretest Avg.})} \times 100 = \% \text{ Gap Closed}</math> or  <math display="block">\frac{\text{Final Avg.} - \text{Pretest Avg.}}{(4.00 - \text{Pretest Avg.})} \times 100 = \% \text{ Gap Closed}</math></p> <p>(class average) x 17% = Gap Closing to be minimally effective.</p> <p>After the final assessment is administered and scored, a building wide average using those currently on the roster (as of BEDS day) and who take the assessment will be determined. All students on the roster will be expected to take the assessment and all possible efforts should be made to achieve this. Once the building wide average on the post-test is determined, the average Gap Closing percentile for the building shall be determined as follows:</p> $\% \text{ Gap Closed} = \frac{\text{Final Avg.} - \text{Pretest Avg.}}{(100 - \text{Pretest Avg.})} \times 100$ <p>The scale attached in 8.2 is then used to determine the points achieved by the administrator for that building based on his/her gap closing percentile. If multiple classes are used for that principal's score, the weighted average of the scores for the classes involved shall be used.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>see uploaded Matrix in Section 8.2</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>see uploaded Matrix in Section 8.2</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>see uploaded Matrix in Section 8.2</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>see uploaded Matrix in Section 8.2</p>

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. \(MS Word\)](#)

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/572532-pi29aiX4bL/8.2%20APPR%20NYS%20Average%20Conversion%20Scale%20to%20percentage%20%20%208.17.15.xlsx>

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 adjustments or special controls are recommended.

#### 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.

The K-3 and 4-6 Principals will have a raw average of the Measures of Academic Progress for ELA and Math to determine the Locally Selected Measure score.

#### 8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
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
Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
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
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
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
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
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
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
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: 04/30/2013

Last updated: 08/20/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### 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.

Rubric	Multidimensional Principal Performance Rubric
Second rubric (if applicable)	(No response)

#### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes
-----

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

(No response)
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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
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, label accordingly, combine them into a single file, and upload as an attachment for review. [Click here for a downloadable copy of Form 9.2. \(MS Word\)](#)

(No response)

**9.3) Assurances -- Goals**

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

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)
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):

Structured feedback from teachers using a State-approved tool	(No response)
Structured feedback from students using a State-approved tool	(No response)
Structured feedback from families using a State-approved tool	(No response)
School visits by other trained evaluators	(No response)
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:

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

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

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

## 9.6) Assurances

Please check all of the boxes below:

Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
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
Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

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

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

The formulation of assigning administrative observation points require multiple observations by trained evaluators into the "administrator's building/department". Observations for Tenured Administrators will be at a minimum for one (1) extended period of supervision and one (1) walkthrough observation. For untenured administrators will be at a minimum for one (1) extended period of supervision and two (2) walkthrough observation.

The walk-through observations shall be unannounced and no longer than ten (10) minutes per walkthrough and formal observations will be announced and be no longer than thirty (30) minutes per observation..

Each rubric domain shall be weighted and scored to determine the administrator effectiveness score (60% of total administrator composite score) as follows:

Sixty (60) points will be generated using the Six Domains of the Multidimensional Principal Performance Review Model. Although it is best to observe a administrator as many times as possible through formal and informal observations, it is understood that observers may not necessarily have the chance to see each of the elements of the standards in action.

If an element is not observed, it is marked as not observed, and will not be counted toward a administrator's final evaluation. Each element

in each standard will be scored on a scale of one to four (1-4). Elements observed more than once will result in one (1) average score for each element. These raw scores will be converted as indicated in the uploaded chart contained in Section 9.7 of this plan.

The final rubric score will be generated as a Total Average Rubric Score as follows:

- rubric scores for Domains 1, 2, and 3 will count 2x for each domain;
- rubric scores for Domains 4, and 5 will be counted 1.5x for each domain; and
- rubric scores for Domain 6 will be counted once

Individual Element Score for each Standard shall be computed as follow:

$S1 = 5 \text{ elements observed each rated a } 4/4 = 20 \text{ raw points divided by } 5 =$   
standards observed for an average element score of 4

All of the elements for each standard shall be combined and be averaged to arrive at a single score for each standard.

The scores from multiple observations shall be combined and averaged to arrive at a single score for each standard.  
Hence the Total Average Rubric Score formula =  $D1+D1+D2+D2+D3+D3+D4 (x1.5)+D5 (x1.5)+D6 = \text{Raw Score (Max 40)}/10$

This score will then be converted to a sixty (60) point score using the methodology in the conversion chart in section 9.7.

The Administrator Effectiveness Score shall be worth a total possible 60 points with the scoring bands for each range listed below:

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

Administrative Effectiveness Score + Local Effectiveness Score+ State Effectiveness Score=  
Total Administrative Composite Effectiveness Score

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.

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5143/204754-pMADJ4gk6R/Rubric%20Score%20to%20Sub\\_1.docx](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5143/204754-pMADJ4gk6R/Rubric%20Score%20to%20Sub_1.docx)

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

Highly Effective: Overall performance and results exceed standards.	59-60
Effective: Overall performance and results meet standards.	57-58
Developing: Overall performance and results need improvement in order to meet standards.	50-56

Ineffective: Overall performance and results do not meet standards.	0-49
---	------

Please provide the locally-negotiated 60 point scoring bands.

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

**9.8) School Visits**

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

**Probationary Principals**

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

**Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, February 25, 2015

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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	57-58
Developing	50-56
Ineffective	0-49

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

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

Overall  
Composite Score

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

Effective  
10-21  
8-13  
75-90

Developing  
3-9  
3-7  
65-74

Ineffective  
0-2  
0-2  
0-64

# 11. Additional Requirements - Principals

Created: 04/30/2013

Last updated: 08/25/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Principal Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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
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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12168/572535-Df0w3Xx5v6/11.2%20Principal%20Improvement%20Plan%20208.17.15.docx>

### 11.3) Appeals Process

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

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

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:

Purpose of Appeal: The purpose of the internal appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The following appeal process is designed to further this goal. The burden of proof shall be on the appellant (administrator) to establish by the preponderance of the evidence that the administrative effectiveness rating score given by the lead evaluator was not justified.

8.1.1 Who: Tenured and untenured administrators may utilize the appeal process.

8.1.2 Why: Said appeal process shall be available to eligible employees (detailed in 8.1.1) to appeal the administrative effectiveness rating.

8.1.3 What: Administrators who receive an overall "Developing" or "Ineffective" rating in the administrative effectiveness rating score may initiate an appeal.

8.1.4 How:

1. Governing Body to Adjudicate the Appeal: The governing body shall be defined as the "Appeal Committee" (hereinafter "Committee"). The Committee shall be identified as Level I, Level II and Level III and make up shall be:

a. Level I-

- i. The administrator being evaluated (appellant); and
- ii. The Superintendent (authoring administrator)

b. Level II-

- i. The appellant; and
- ii. One designee from the Association and a mutually agreed upon by the appellant and the Superintendent

c. Level III-

- i. Is exclusively the Superintendent of Schools.

d. Level I, II and III APPR Appeal committee meetings shall meet within ten (10) work days from receipt of a written request from the appellant.

e. The Level II committee shall make a non-binding recommendation to the Superintendent to sustain or dismiss the appeal. The Committee shall write up and submit to the appellant, Superintendent, and the Association President within ten (10) work days of its determination the non-binding recommendation on the prescribed form, detailing the opposing conclusions relative to the appellant's claim.

f. The Superintendent shall make the final determination within ten (10) work days from receipt of appeal form on the recommendations and final administrative effectiveness score. This Level III appeal determination is not subject to the grievance process.

g. The total administrative composite rating of ineffective or developing will necessitate the implementation of a Principal Improvement Plan.

## 2. Timeline:

- a. The appellant must forward a written evaluation appeal within ten (10) work days of receipt of the final APPR composite score. Said appeal must be submitted in writing on the prescribed form to the Superintendent of Schools and the Association President. (See Appeal form attached). Electronic communications will not be accepted.
  - i. Only the appellant (administrator) may initiate a Level I appeal.
  - ii. Only the appellant (administrator) may initiate a Level II appeal.
  - iii. Appeals can only be requested by the impacted administrator.
- b. The Superintendent shall hold and conclude the Level II Committee to hold an Appeal Conference within ten (10) workdays of receipt of any appeal.
- c. The Committee shall issue its written recommendations to the appellant, Superintendent, and Association President within ten (10) workdays of the conference. The Level II committee members will determine who shall be responsible for communicating the findings to the required parties.

## 3. Appeal Conferencing:

- a. The Level II committee shall have the right to ask questions of the appellant or evaluating administrator and have the right to request additional information necessary to make an informed decision.
- b. The appeal conferences are closed meetings and only by unanimous decree from the committee may individuals attend or observe the proceedings.
- c. Additional evidence or artifacts may be submitted by the appellant or authoring administrator during the Level I Appeal in support of the appeal. Any additional evidence or artifact submitted during a Level I Appeal will be considered as part of the record and will be used in the determination to sustain or dismiss at Levels I, II or III of the appeal process.
- d. No additional evidence or artifacts will be accepted after the expiration of the Level I appeal timeframe.

## 4. Committee Findings:

- a. APPR Administrative Total Composite Scores may be appealed pursuant to the New York State 3012-c regulations.
  1. The Local requirements pursuant to the Collective Bargaining Agreement has been collectively negotiated.
- b. The Committee is authorized to make non-binding recommendations only related to sections of the formal evaluation (60 points) where an ineffective or developing rating occurred. The local and state (40 combined % of total principal composite scores) scores are not subject to appeal or the grievance process. Ability to make recommendations relative to a specific ineffective or developing rating of the evaluation does not negate the fact that the evaluation was completed in a timely manner nor can the committee at anytime lower a section rating.
- c. The committee (Level I or II) will issue a written statement within ten (10) work days from receipt of appeal form, detailing the final determination of the appeal to the Superintendent, Association President, and the appellant.
- d. The appellant may at his/her discretion based upon the committee's recommendations/decisions ruling initiate further appeals within ten (10) work days from receipt of decision..

- e. Within ten (10) work days, from the receipt of the written determination of the committee's (Level II) recommendation, the appellant may appeal the committee's decision for a final adjudication to the Superintendent (Level III appeal).
- f. The Level III appeal to the Superintendent must be in written form and received no later than ten (10) work days from the receipt of the Level II committee's recommendation.
- g. The Superintendent has sole authority to dismiss or affirm the appeal committee's recommendation in part or in whole within ten (10) work days from receipt of Level II recommendation form.
- h. If the Superintendent affirms or rejects the final appeal, within ten (10) work days from receipt of Level II recommendation form, a written statement will be issued to the appellant and authoring administrator outlining the appropriate remedy.
- i. The Level III appeal, issued by the Superintendent will be final and binding and may not be appealed further by either the appellant or authoring administrator.
- j. Failure of any party to comply with the requirements of this procedure shall result in a waiver and/or denial of any further appeal shall result in a favorable ruling for the impacted party.
- k. A final composite rating of ineffective or developing will necessitate the implementation of an Principal Improvement Plan.
- All steps in the appeals process will be timely and expeditious in accordance with Education Law §3012c.

#### **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 lead evaluators participate in initial and ongoing training for a minimum of 10 hours per school year via Administrative Cabinet meetings, Individual Superintendent/Lead Evaluator meetings and BOCES/Regional trainings and are recertified on an annual basis. Lead Evaluator calibration discussions are held semi-annually through Cabinet meetings with the review of existing APPR Evaluations, discussions of sample lessons and review of written APPR evaluations amongst the evaluation team thus assuring and maintaining inter-rater reliability over time. Any evaluator who fails to achieve required training, certification or recertification, as applicable, shall not conduct or complete evaluations.

Any evaluator who fails to achieve required training, certification or recertification, as applicable, shall not conduct or complete evaluations.

- (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) Evidenced-based observation techniques that are grounded in research;
- (3) Application and use of the student growth percentile model and the value added growth model;
- (4) Application and use of the teacher or principal (s), including training on the effective application of such rubrics to observe a teacher or

principal's practice;

(5) Application and use of assessment tools utilized by the teacher as submission of evidence of teacher effectiveness 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 locally selected measures of student achievement used by the district to evaluate its teachers 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 range is prescribed by the commissioner for the four designated rating categories used for the teachers or principals overall rating and there subcomponent ratings; and

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

(10) Certification and re-certification of lead Evaluators will be made annually upon the recommendation of the superintendent to the BOE with BOE approval via formal board action.

### 11.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:

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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
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### 11.6) Assurances -- Principals

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked

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: 04/30/2013

Last updated: 08/28/2015

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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.

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/572536-3Uggn5g9lu/District%20Certification%20Form\\_20150828093803.pdf](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/572536-3Uggn5g9lu/District%20Certification%20Form_20150828093803.pdf)

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#### 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.

The percent of students meeting individual targets

Evaluators and teachers will set targets for Minimal target Levels will consider adjustments for students with disabilities and students in poverty.

SWD- Target Level = 55%

Students in Poverty- Target Level= 60%

If a student is dually identified as a SWD and a Student in Poverty the minimal target score shall = 55%

**20 point chart**

Highly Effective	96% to 100% meeting individual targets= 20 points
	93% to 95% meeting individual targets= 19 points
	90% to 92% meeting individual targets= 18 points
Effective	89 % meeting individual targets = 17 points
	88% meeting individual targets = 16 points
	86%-87% meeting individual targets = 15 points
	84%-85% meeting individual targets = 14 points
	82%-83% meeting individual targets = 13 points
	80%-81% meeting individual targets = 12 points
	79% meeting individual targets = 11 points
	78% meeting individual targets = 10 points
Developing	75%-77% meeting individual targets = 9points
	74% meeting individual targets= 8 points
	72% to73% meeting individual targets= 7points
	70% to 71% meeting individual targets= 6 points
	68% to 69% meeting individual targets= 5 points
	64% to 67% meeting individual targets= 4 points
Ineffective	60% to 63% meeting individual targets= 3 points
	20% to 59% meeting individual targets= 2 points
	9% to 19% meeting individual targets = 1 point
	0% to 8% meeting individual targets= 0 points

**Salamanca City Central School District APPR  
17% Gap Closing Matrix**

<b>Band</b>	<b>% Gap Closed</b>	<b>Points out of 20</b>
Highly effective	30% or greater	20
Highly effective	28-29%	19
Highly effective	26-27%	18
effective	25%	17
effective	24%	16
effective	23%	15
effective	22%	14
effective	21%	13
effective	20%	12
effective	19%	11
effective	18%	10
effective	17%	9
developing	16%	8
developing	15%	7
developing	14%	6
developing	13%	5
developing	12%	4
developing	11%	3
ineffective	6-10%	2
ineffective	1-5%	1
ineffective	0 or negative	0

The percent of students meeting individual targets

Evaluators and teachers will set targets for Minimal target Levels will consider adjustments for students with disabilities and students in poverty.

SWD- Target Level = 55%

Students in Poverty- Target Level= 60%

If a student is dually identified as a SWD and a Student in Poverty the minimal Target Level shall = 55%

**20 point chart**

Highly Effective	96% to 100% meeting individual targets= 20 points
	93% to 95% meeting individual targets= 19 points
	90% to 92% meeting individual targets= 18 points
Effective	89 % meeting individual targets = 17 points
	88% meeting individual targets = 16 points
	86%-87% meeting individual targets = 15 points
	84%-85% meeting individual targets = 14 points
	82%-83% meeting individual targets = 13 points
	80%-81% meeting individual targets = 12 points
	79% meeting individual targets = 11 points
	78% meeting individual targets = 10 points
Developing	75%-77% meeting individual targets = 9points
	74% meeting individual targets= 8 points
	72% to 73% meeting individual targets= 7points
	70% to 71% meeting individual targets= 6 points
	68% to 69% meeting individual targets= 5 points
	64% to 67% meeting individual targets= 4 points
Ineffective	60% to 63% meeting individual targets= 3 points
	20% to 59% meeting individual targets= 2 points
	9% to 19% meeting individual targets = 1 point
	0% to 8% meeting individual targets= 0 points

Table I:

**15 point proficiency conversion score**

Highly Effective	94% to 100% meeting individual targets= 15 points	
	90% to 93% meeting individual targets=14 points	
Effective	86% to 89% meeting individual targets= 13 points	
	84% to 85% meeting individual targets= 12 points	
	82% to 83% meeting individual targets= 11 points	
	80% to 81% meeting individual targets= 10 points	
	77% to 79% meeting individual targets= 9 points	
	75% to 76% meeting individual targets= 8 points	
Developing	69% to 74% meeting individual targets= 7 points	
	62% to 68% meeting individual targets= 6 points	
	50% to 61% meeting individual targets= 5 points	
	40% to 49% meeting individual targets= 4 points	
	30% to 39% meeting individual targets= 3 points	
Ineffective	20% to 29% meeting individual targets= 2 points	
	9% to 19% meeting individual targets= = 1 point	
	0% to 8% meeting individual targets= 0 points	

**Rubric Score to Sub-Component Conversion Chart:**

The chart below will be utilized to convert the Total Average Rubric Score for the “Other Measures of Effectiveness” (a maximum of 60 points).

<b>Total Average Rubric Score</b>	<b>Category</b>	<b>Other Measures of Effectiveness</b>
<b>Ineffective 0-49</b>		
1		0
1.1		12
1.2		24
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50
1.7		51
1.8		52
1.9		52
2		53
2.1		54
2.2		54
2.3		55
2.4		56
<b>Effective 57-58</b>		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3		58
3.1		58
3.2		58
3.3		58
3.4		58
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

# Salamanca City Central School District Teacher Improvement Plan (TIP)

The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

The Salamanca City Central School District teacher **Annual Professional Performance Review plan** (APPR) developed by a collaborative team of district teachers, teaching assistants, and administrators.

When a TIP is created between a teacher, a union representative, and an administrator, an agreed upon time frame will be established. An improvement plan defines specific standards-based goals that a teacher must make progress toward attaining within a specific period of time, such as a 12-month period, and may include the identification of areas that need improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiate, differentiated activities to support improvement in these areas.

The plan should clearly describe the professional learning activities that the educator must complete. These activities should be connected directly to the areas needing improvement. The artifacts that the teacher must produce that can serve as benchmarks of their improvement plan should be described and could include items such as lessons, student work, or unit plans. The supervisor must clearly state in the plan the additional support and assistance that the educator will receive. In the final stage of the improvement plan, the teacher or principal should meet with their supervisor to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the teacher or principal.

Teacher \_\_\_\_\_  
Grade/Subject \_\_\_\_\_  
Evaluator \_\_\_\_\_  
[Teacher Association Representative \_\_\_\_\_]  
Date \_\_\_\_\_

**List the area(s) needing improvement. If there are several, indicate the priority order for addressing them**

Priority	Area needing improvement	Performance goal

**Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.**

Describe the professional development opportunities, materials, resources and supports the District will make available.

Assignment of a mentor teacher  yes  no

Name of Mentor \_\_\_\_\_

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

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

<b>Meeting Dates</b>				
--------------------------	--	--	--	--

Meeting Date \_\_\_\_\_

Evaluator Comments

Teacher Comments

### Recommendation for Results of TIP

- The teacher has met the performance goals identified through the TIP.
- The teacher has not met the performance goals.

### Next Steps

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.



**Salamanca City Central School District APPR  
17% Gap Closing Matrix**

<b>Band</b>	<b>% Gap Closed</b>	<b>Points out of 20</b>
Highly effective	30% or greater	20
Highly effective	28-29%	19
Highly effective	26-27%	18
effective	25%	17
effective	24%	16
effective	23%	15
effective	22%	14
effective	21%	13
effective	20%	12
effective	19%	11
effective	18%	10
effective	17%	9
developing	16%	8
developing	15%	7
developing	14%	6
developing	13%	5
developing	12%	4
developing	11%	3
ineffective	6-10%	2
ineffective	1-5%	1
ineffective	0 or negative	0

0

The percent of students meeting targets

*Evaluators and teachers will set targets for Minimal target Levels will consider adjustments for students with disabilities and students in poverty.*

*SWD- Target Level = 55%*

*Students in Poverty- Target Level= 60%*

*If a student is dually identified as a SWD and a Student in Poverty the minimal Target Level shall = 55%*

**20 point chart**

Highly Effective	96% to 100% meeting target= 20 points
	93% to 95% meeting target= 19 points
	90% to 92% meeting target= 18 points
Effective	89 % meeting target= 17 points
	88% meeting target = 16 points
	86%-87% meeting target= 15 points
	84%-85% meeting target= 14 points
	82%-83% meeting target= 13 points
	80%-81% meeting target = 12 points
	79% meeting target= 11 points
	78% meeting targes = 10 points
Developing	75%-77% meeting target = 9points
	74% meeting target= 8 points
	72% to73% meeting target= 7points
	70% to 71% meeting target= 6 points
	68% to 69% meeting target= 5 points
	64% to 67% meeting target= 4 points
Ineffective	60% to 63% meeting target= 3 points
	20% to 59% meeting target= 2 points
	9% to 19% meeting target = 1 point
	0% to 8% meeting target= 0 points

**Table I:****15 point proficiency conversion score**

Highly Effective	94% to 100% meeting target= 15 points
	90% to 93% meeting target=14 points
Effective	86% to 89% meeting target= 13 points
	84% to 85% meeting target= 12 points
	82% to 83% meeting target= 11 points
	80% to 81% meeting target= 10 points
	77% to 79% meeting target= 9 points
	75% to 76% meeting target= 8 points
Developing	69% to 74% meeting target= 7 points
	62% to 68% meeting target= 6 points
	50% to 61% meeting target= 5 points
	40% to 49% meeting target= 4 points
	30% to 39% meeting target= 3 points
Ineffective	20% to 29% meeting target= 2 points
	9% to 19% meeting target= = 1 point
	0% to 8% meeting target= 0 points

**Salamanca City Central School District APPR  
17% Gap Closing Matrix**

<b>Band</b>	<b>% Gap Closed</b>	<b>Points out of 20</b>
Highly effective	30% or greater	20
Highly effective	28-29%	19
Highly effective	26-27%	18
effective	25%	17
effective	24%	16
effective	23%	15
effective	22%	14
effective	21%	13
effective	20%	12
effective	19%	11
effective	18%	10
effective	17%	9
developing	16%	8
developing	15%	7
developing	14%	6
developing	13%	5
developing	12%	4
developing	11%	3
ineffective	6-10%	2
ineffective	1-5%	1
ineffective	0 or negative	0





0

**Rubric Score to Sub-Component Conversion Chart:**

The chart below will be utilized to convert the Total Average Rubric Score for the “Other Measures of Effectiveness” (a maximum of 60 points).

<b>Total Average Rubric Score</b>	<b>Category</b>	<b>Other Measures of Effectiveness</b>
<b>Ineffective 0-49</b>		
1		0
1.1		12
1.2		24
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50
1.7		51
1.8		52
1.9		52
2		53
2.1		54
2.2		54
2.3		55
2.4		56
<b>Effective 57-58</b>		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3		58
3.1		58
3.2		58
3.3		58
3.4		58
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

**Salamanca City Central School District  
Principal Improvement Plan- MPPR Rubric**

Name: \_\_\_\_\_

Subject/Grade: \_\_\_\_\_

Date of Formal Evaluations: \_\_\_\_\_, \_\_\_\_\_

Date of Walk-Through Evaluations: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Overall Rating:

Highly Effective	<input type="checkbox"/>
Effective	<input type="checkbox"/>
Developing	<input type="checkbox"/>
Ineffective	<input type="checkbox"/>

**I. Identify Specific Evaluation domain where a rating of Developing or Ineffective is indicated, requiring a Principal Improvement Plan (indicate all domains that are relevant)-**

**a. Formal Observation:**

	<b>D</b>	<b>I</b>		<b>D</b>	<b>I</b>
Domain I- Culture	<input type="checkbox"/>	<input type="checkbox"/>	Domain III- Strategic Plan	<input type="checkbox"/>	<input type="checkbox"/>
Domain I- Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	Domain IV- Strategic Plan	<input type="checkbox"/>	<input type="checkbox"/>
Domain II- Culture	<input type="checkbox"/>	<input type="checkbox"/>	Domain IV- Culture	<input type="checkbox"/>	<input type="checkbox"/>
Domain II- Instructional Prg.	<input type="checkbox"/>	<input type="checkbox"/>	Domain IV Sustainability	<input type="checkbox"/>	<input type="checkbox"/>
Domain II- Capacity Building	<input type="checkbox"/>	<input type="checkbox"/>	Domain V- Sustainability	<input type="checkbox"/>	<input type="checkbox"/>
Domain II- Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	Domain V- Culture	<input type="checkbox"/>	<input type="checkbox"/>
Domain II- Strategic Plan	<input type="checkbox"/>	<input type="checkbox"/>	Domain VI- Sustainability	<input type="checkbox"/>	<input type="checkbox"/>
Domain III- Culture	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable	<input type="checkbox"/>	
Domain III- Sustainability	<input type="checkbox"/>	<input type="checkbox"/>			

**Walk Through Observation**

**Date(s) of Developing or Ineffective Rating:** \_\_\_\_/\_\_\_\_

**Not Applicable**

**b. Locally Selected Measure**

**D**      **I**  
     

**Not Applicable**

**c. State Measure**

**Assessment Measures**

**D**      **I**  
     

Specify: \_\_\_\_\_

Specify: \_\_\_\_\_

Specify: \_\_\_\_\_

Specify: \_\_\_\_\_

**Not Applicable**

**II. Specific Action Needed to Improve Principal Effectiveness (list specific activities, timeline for review and evidence of completion)**

a. Knowledge of Student Development

Activity for Improvement	Differentiated Activities for Improvement	Timeline	Evidence

b. Content Knowledge & Lesson Planning

Activity for Improvement	Differentiated Activities for Improvement	Timeline	Evidence

c. Instructional Delivery

Activity for Improvement	Differentiated Activities for Improvement	Timeline	Evidence

d. Classroom Management

Activity for Improvement	Differentiated Activities for Improvement	Timeline	Evidence

e. Assessment Design & Data Collection

Activity for Improvement	Differentiated Activities for Improvement	Timeline	Evidence

f. Communication & Stakeholder Engagement

Activity for Improvement	Differentiated Activities for Improvement	Timeline	Evidence

g. Professional Development

Activity for Improvement	Differentiated Activities for Improvement	Timeline	Evidence

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

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

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

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

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

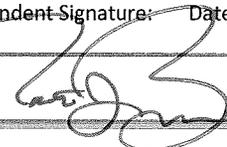
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

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

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

**Signatures, dates**

Superintendent Signature: Date:

 8/28/15

Teachers Union President Signature: Date:

Kathleen Caruso 8/28/15 KC (RC)

Administrative Union President Signature: Date:

Chi Sant 8/28/15 CS (RC)

Board of Education President Signature: Date:

Sherece King 8/28/15 SK (RC)

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

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

Superintendent / District Superintendent / Chancellor Signature:      Date:

