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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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December 21, 2012

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 for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Robert D. Olczak

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, May 14, 2012
Updated Wednesday, November 28, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, May 14, 2012
Updated Tuesday, December 11, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final

this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those 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. 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: (100-class average)x 17% = Gap Closing to be minimally 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: % Gap Closed=(Final Avg.-Pretest Avg)/(100-Pretest Avg) x 100 The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used. For example in 3rd grade, the class average shall be computed by converting the State test scores to percentages as follows: score of 4 = 90% to 100% score of 3 = 75% to 89% score of 2 = 60% to 74% score of 1 = 50% to 59%
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded matrix in Section 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded matrix in Section 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded matrix in Section 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded matrix in Section 2.11

2.3) Grades K-3 Math

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

Math	Assessment

K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those 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. 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: (100-class average)x 17% = Gap Closing to be minimally 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: % Gap Closed=(Final Avg.-Pretest Avg)/(100-Pretest Avg) x 100 The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used. For example in 3rd grade, the class average shall be computed by converting the State test scores to percentages as follows: score of 4 = 90% to 100% score of 3 = 75% to 89% score of 2 = 60% to 74% score of 1 = 50% to 59%

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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded matrix in Section 2.11

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	State-approved 3rd party assessment	Measures of Academic Progress (Science)
7	State-approved 3rd party assessment	Measures of Academic Progress (Science)

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those 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. 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: (100-class average)x 17% = Gap Closing to be minimally 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:

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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded matrix in Section 2.11

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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those 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

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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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those 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. 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: (100-class average)x 17% = Gap Closing to be minimally 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: % Gap Closed=(Final Avg.-Pretest Avg)/(100-Pretest Avg) x 100 The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used. For example in 3rd grade, the class average shall be computed by converting the State test scores to percentages as follows: score of 4 = 90% to 100% score of 3 = 75% to 89% score of 2 = 60% to 74% score of 1 = 50% to 59%
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded matrix in Section 2.11

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 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. 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: (100-class average)x 17% = Gap Closing to be minimally 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: % Gap Closed=(Final Avg.-Pretest Avg)/(100-Pretest Avg) x 100 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

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2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 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. 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: (100-class average)x 17% = Gap Closing to be minimally effective. After the final assessment is administered and scored, a

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2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Measures of Academic Progress (English Language Arts)
Grade 10 ELA	District, regional or BOCES-developed assessment	Measures of Academic Progress (English Language Arts)
Grade 11 ELA	Regents assessment	New York State Comprehensive 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those 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. 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: (100-class average)x 17% = Gap Closing to be minimally 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: % Gap Closed=(Final Avg.-Pretest Avg)/(100-Pretest Avg) x 100 The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used. For example in 3rd grade, the class average shall be computed by converting the State test scores to percentages as follows: score of 4 = 90% to 100% score of 3 = 75% to 89% score of 2 = 60% to 74% score of 1 = 50% to 59%
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded matrix in Section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded matrix in Section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded matrix in Section 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded matrix in Section 2.11

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other courses not listed above	District, Regional or BOCES-developed	Salamanca City CSD developed course specific 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those 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. 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: (100-class average)x 17% = Gap Closing to be minimally 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: % Gap Closed=(Final Avg.-Pretest Avg)/(100-Pretest Avg) x 100 The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used. For example in 3rd grade, the class average shall be computed by converting the State test scores to percentages as follows: score of 4 = 90% to 100% score of 3 = 75% to 89%

	score of 2 = 60% to 74% score of 1 = 50% to 59%
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded matrix in Section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded matrix in Section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded matrix in Section 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded matrix in Section 2.11

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/129300-TXEtxx9bQW/APPR 17% GAP Closing Matrix.pdf

2.12) Locally Developed Controls

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

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

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:

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

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

8	4) State-approved 3rd party assessments	Measures of Academic Progress (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.

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.	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 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. 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: (100-class average)x 17% = Gap Closing to be minimally 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: % Gap Closed=(Final Avg.-Pretest Avg)/(100-Pretest Avg) x 100 The scale attached in 3.13 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 score, the weighted average of the scores for the classes involved shall be used.
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 3.13
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	see uploaded matrix in section 3.13

for grade/subject.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (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.	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 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. 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: (100-class average)x 17% = Gap Closing to be minimally 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: % Gap Closed=(Final Avg.-Pretest Avg)/(100-Pretest Avg) x 100 The scale attached in 3.13 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 score, the weighted average of the scores for the classes involved shall be used.
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 3.13
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
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 3.13

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	iReady Diagnostic Assessment
1	4) State-approved 3rd party assessments	iReady Diagnostic Assessment
2	4) State-approved 3rd party assessments	iReady Diagnostic Assessment
3	4) State-approved 3rd party assessments	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	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.

graphic at 3.13, below.	After the pre-test is administered and scored, a class average using those 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. 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: (100-class average)x 17% = Gap Closing to be minimally 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: % Gap Closed=(Final Avg.-Pretest Avg)/(100-Pretest Avg) x 100 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 score, the weighted average of the scores for the classes involved shall be used.
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 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
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 3.13

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	iReady Diagnostic Assessment
1	4) State-approved 3rd party assessments	iReady Diagnostic Assessment
2	4) State-approved 3rd party assessments	iReady Diagnostic Assessment
3	4) State-approved 3rd party assessments	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.	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 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. 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: (100-class average)x 17% = Gap Closing to be minimally 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: % Gap Closed=(Final Avg.-Pretest Avg)/(100-Pretest Avg) x 100 The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
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 3.13

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)
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.	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. 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.
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 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
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 3.13

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	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.	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. 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.
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 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
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 3.13

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	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.	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. 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.
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 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
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 3.13

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	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

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.	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. 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.
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 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
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 3.13

3.10) High School Math

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

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

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

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.	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. 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.
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 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
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 3.13

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	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

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

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

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

graphic at 3.13, below.	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.
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 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
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 3.13

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other courses not listed above	5) District/regional/BOCES–developed	Salmanca City CSD developed course specific assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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. 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.
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 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded matrix in section 3.13
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 3.13

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/129299-y92vNseFa4/Conversion Tables Gap and Proficiency 15 point.20point scales.docx

3.14) Locally Developed Controls

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

Excluding gap closing formulas, these controls will be in effect: for all Salamanca City Centrals School District developed assessments, for all grade levels K-12.

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

Students with Disabilities:
Proficiency Level= 55%

Students in Poverty:
Proficiency Level= 60%

If a student is dually identified as a Student with a Disability and a Student in Poverty , the Minimal Proficiency Score shall be 55%

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 taugt to calculated for teacehr effectiveness score for Locally selected measures.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, May 14, 2012
Updated Monday, December 17, 2012

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

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 (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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

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). Additional walk through visitations may occur but no more than four (4) and a minimum of two (2) will be used in determining the teacher effectiveness rating relative to the APPR.

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.*

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

The total teacher effectiveness rating shall be scored based on actual observed skills and through the presentation of evidence and artifacts to determine the teacher effectiveness rating.

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

assets/survey-uploads/5091/129303-eka9yMJ855/Rubric Score to Sub.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

4.6) Observations of Probationary Teachers | Formal/Long	2
4.6) Observations of Probationary Teachers | Informal/Short	2
4.6) Observations of Probationary Teachers | Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers | Formal/Long	1

4.7) Observations of Tenured Teachers | Informal/Short	2
4.7) Observations of Tenured Teachers | 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?

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Wednesday, June 13, 2012
Updated Tuesday, December 11, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Wednesday, June 13, 2012
Updated Monday, December 17, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/142362-Df0w3Xx5v6/Teacher Improvement Plan template 10.1.12.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

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 II 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.

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 (Observations + Local Measure + State Measures = Teacher Composite Score) are not subject to the grievance process, however the Teacher Effectiveness Score (Observations only = Teacher Effectiveness Score) may be appealed.

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.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

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 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:

- Checked

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

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

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

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations,

including training on the effective application of such rubrics to observe a teacher or principal's practice

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, October 19, 2012
Updated Thursday, December 20, 2012

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

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

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

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):

3-6
7-12
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
PK-2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	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 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. 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: (100-class average)x 17% = Gap Closing to be minimally 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: % Gap Closed=(Final Avg.-Pretest Avg)/(100-Pretest Avg)

	x 100 The scale attached in 7.3 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 score, the weighted average of the scores for the classes involved shall be used.
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.

assets/survey-uploads/5365/201214-lha0DogRNw/Conversion Tables Gap and Proficiency 15 point.20point scales.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

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:

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

8. Local Measures (Principals)

Created Monday, May 14, 2012
Updated Friday, December 21, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	3-6	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)
	3-6	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Math)
	7-12	(d) measures used by district for teacher evaluation	Comprehensive English 11 Regents, Allgebra I 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.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	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. The 3-6 Principal will have an average of the Measures of Academic Progress for ELA and Math to determine the Locally Selected Measure score. The 7-12 principal will have an average of the five (5) Gatekeeper Regents Examinations to determine the Locally Selected Measure score, Algebra I, Global History II, US History, Living Environment and Comprehensive English 11. 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.
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 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded matrix in Section 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded matrix in Section 8.1
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 8.1

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

(No response)

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

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

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

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

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

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

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

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

Language Learners in Grades 4-8

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
PK-2	(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.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The K-2 principal will use results from K-2. 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 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. 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: (100-class average)x 17% = Gap Closing to be minimally 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: % Gap Closed=(Final Avg.-Pretest Avg)/(100-Pretest Avg) x 100 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 teacher's score, the weighted average of the scores for the classes involved shall be used.
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 8.2
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded Matrix in Section 8.2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see uploaded Matrix in Section 8.2
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 8.2

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

(No response)

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

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8.3) Locally Developed Controls

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

No 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 3-6 Principal will have an 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:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, October 23, 2012
Updated Monday, December 17, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The formulation of assigning administrative observation points require multiple visitations by trained evaluators into the "administrator's building/department". Visitations will be at a minimum for two (2) extended periods of supervision for tenured administrators and two (2) extended periods of supervision for untenured administrators and a minimum of two (2) and a maximum of four(4) "walk through" visitations of thirty (30) minutes per visitation annually for all tenured and untenured administrators. Additional walk through visitations may occur but no more than two (2) will be used in determining the administrator effectiveness rating relative to the APPR.

The walk-through observations shall be unannounced and formal observations will be announced.

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

Hence the Total Average Rubric Score formula = D1+D1+D2+D2+D3+D3+D4 (x1.5)+D5 (x1.5)+D6 = 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

The total administrator effectiveness rating shall be scored holistically based on actual observed skills and through the presentation of evidence and artifacts to determine the teacher effectiveness rating.

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

assets/survey-uploads/5143/204754-pMADJ4gk6R/Rubric Score to Sub_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	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	4

By trained administrator	0
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

Created Tuesday, October 23, 2012
Updated Friday, December 14, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, October 23, 2012
Updated Monday, December 17, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/204800-Df0w3Xx5v6/Principal Improvement Plan_1.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:

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 final composite rating of ineffective or developing will necessitate the implementation of an 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 are not subject to the grievance process. The employee may however grieve adherence to the APPR plan.

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 teacher 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.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The superintendent will ensure that lead evaluators participate in ongoing training and are originally certified and 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.

(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.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, October 23, 2012
Updated Friday, December 21, 2012

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12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/204838-3Uqgn5g9Iu/Sign off form.pdf

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

Salamanca City Central School District APPR		
17% Gap Closing Matrix		
Band	**% Gap Closed**	**Points out of 20**
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

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).

Total Average Rubric Score	Category	Other Measures of Effectiveness
Ineffective 0-49		
1		0
1.1		12
1.2		24
1.3		37
1.4		49
Developing 50-56		
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
Effective 57-58		
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
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

The proficiency conversions scores shall be calculated as follows:

Table I:
15 point proficiency conversion score

94% to 100% Proficient= 15 points
91% to 93% Proficient= 14 points
86% to 90% Proficient= 13 points
80% to 85% Proficient= 12 points
76% to 79% Proficient= 11 points
70% to 75% Proficient= 10 points
66% to 69% Proficient= 9 points
60% to 65% Proficient= 8 points
50% to 59% Proficient= 7 points
40% to 49% Proficient= 6 points
30% to 39% Proficient= 5 points
20% to 29% Proficient= 4 points
10% to 19% Proficient= 3 points
6% to 9% Proficient= 2 points
1% to 5% Proficient= 1 point
0% = 0 points

Table II:
20 point proficiency conversion score

96% to 100% Proficient= 20 points
90% to 95% Proficient= 19 points
86% to 89% Proficient= 18 points
80% to 85% Proficient= 17 points
76% to 79% Proficient= 16 points
70% to 75% Proficient= 15 points
66% to 69% Proficient= 14 points
60% to 65% Proficient= 13 points
56% to 59% Proficient= 12 points
50% to 55% Proficient= 11 points
46% to 49% Proficient= 10 points
40% to 45% Proficient= 9 points
36% to 39% Proficient= 8 points
30% to 35% Proficient= 7 points
26% to 29% Proficient= 6 points
20% to 25% Proficient= 5 points
16% to 19% Proficient= 4 points
10% to 15% Proficient= 3 points
6% to 9% Proficient= 2 points
1% to 5% Proficient= 1 point
0% = 0 points

The Gap Closing conversions scores shall be calculated as follows:

Salamanca City Central School District APPR		
Table IV		
20 point Gap Closing: 17% Gap Closing Matrix		
Band	**% Gap Closed**	**Points out of 20**
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

Salamanca City Central School District APPR		
Table III		
15 point Gap Closing: 17% Gap Closing Matrix		
Band	**% Gap Closed**	**Points out of 20**
Highly effective	30% or greater	15
Highly effective	26-29%	14
Highly effective	21-25%	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 proficiency conversions scores shall be calculated as follows:

Table I:
15 point proficiency conversion score

94% to 100% Proficient= 15 points
91% to 93% Proficient= 14 points
86% to 90% Proficient= 13 points
80% to 85% Proficient= 12 points
76% to 79% Proficient= 11 points
70% to 75% Proficient= 10 points
66% to 69% Proficient= 9 points
60% to 65% Proficient= 8 points
50% to 59% Proficient= 7 points
40% to 49% Proficient= 6 points
30% to 39% Proficient= 5 points
20% to 29% Proficient= 4 points
10% to 19% Proficient= 3 points
6% to 9% Proficient= 2 points
1% to 5% Proficient= 1 point
0% = 0 points

Table II:
20 point proficiency conversion score

96% to 100% Proficient= 20 points
90% to 95% Proficient= 19 points
86% to 89% Proficient= 18 points
80% to 85% Proficient= 17 points
76% to 79% Proficient= 16 points
70% to 75% Proficient= 15 points
66% to 69% Proficient= 14 points
60% to 65% Proficient= 13 points
56% to 59% Proficient= 12 points
50% to 55% Proficient= 11 points
46% to 49% Proficient= 10 points
40% to 45% Proficient= 9 points
36% to 39% Proficient= 8 points
30% to 35% Proficient= 7 points
26% to 29% Proficient= 6 points
20% to 25% Proficient= 5 points
16% to 19% Proficient= 4 points
10% to 15% Proficient= 3 points
6% to 9% Proficient= 2 points
1% to 5% Proficient= 1 point
0% = 0 points

The Gap Closing conversions scores shall be calculated as follows:

Salamanca City Central School District APPR		
Table IV		
20 point Gap Closing: 17% Gap Closing Matrix		
Band	**% Gap Closed**	**Points out of 20**
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

Salamanca City Central School District APPR		
Table III		
15 point Gap Closing: 17% Gap Closing Matrix		
Band	**% Gap Closed**	**Points out of 20**
Highly effective	30% or greater	15
Highly effective	26-29%	14
Highly effective	21-25%	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 proficiency conversions scores shall be calculated as follows:

Table I:
15 point proficiency conversion score

94% to 100% Proficient= 15 points
91% to 93% Proficient= 14 points
86% to 90% Proficient= 13 points
80% to 85% Proficient= 12 points
76% to 79% Proficient= 11 points
70% to 75% Proficient= 10 points
66% to 69% Proficient= 9 points
60% to 65% Proficient= 8 points
50% to 59% Proficient= 7 points
40% to 49% Proficient= 6 points
30% to 39% Proficient= 5 points
20% to 29% Proficient= 4 points
10% to 19% Proficient= 3 points
6% to 9% Proficient= 2 points
1% to 5% Proficient= 1 point
0% = 0 points

Table II:
20 point proficiency conversion score

96% to 100% Proficient= 20 points
90% to 95% Proficient= 19 points
86% to 89% Proficient= 18 points
80% to 85% Proficient= 17 points
76% to 79% Proficient= 16 points
70% to 75% Proficient= 15 points
66% to 69% Proficient= 14 points
60% to 65% Proficient= 13 points
56% to 59% Proficient= 12 points
50% to 55% Proficient= 11 points
46% to 49% Proficient= 10 points
40% to 45% Proficient= 9 points
36% to 39% Proficient= 8 points
30% to 35% Proficient= 7 points
26% to 29% Proficient= 6 points
20% to 25% Proficient= 5 points
16% to 19% Proficient= 4 points
10% to 15% Proficient= 3 points
6% to 9% Proficient= 2 points
1% to 5% Proficient= 1 point
0% = 0 points

The Gap Closing conversions scores shall be calculated as follows:

Salamanca City Central School District APPR		
Table IV		
20 point Gap Closing: 17% Gap Closing Matrix		
Band	**% Gap Closed**	**Points out of 20**
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

Salamanca City Central School District APPR		
Table III		
15 point Gap Closing: 17% Gap Closing Matrix		
Band	**% Gap Closed**	**Points out of 20**
Highly effective	30% or greater	15
Highly effective	26-29%	14
Highly effective	21-25%	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

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 during the 2011-2012 and 2012-2013 school year 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 _____

Meeting Dates				

Meeting Date _____

Evaluator Comments

Teacher Comments

Meeting Date _____

Evaluator Comments

Teacher Comments

Meeting Date _____

Evaluator Comments

Teacher Comments

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.

The proficiency conversions scores shall be calculated as follows:

Table I:
15 point proficiency conversion score

94% to 100% Proficient= 15 points
91% to 93% Proficient= 14 points
86% to 90% Proficient= 13 points
80% to 85% Proficient= 12 points
76% to 79% Proficient= 11 points
70% to 75% Proficient= 10 points
66% to 69% Proficient= 9 points
60% to 65% Proficient= 8 points
50% to 59% Proficient= 7 points
40% to 49% Proficient= 6 points
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20% to 29% Proficient= 4 points
10% to 19% Proficient= 3 points
6% to 9% Proficient= 2 points
1% to 5% Proficient= 1 point
0% = 0 points

Table II:
20 point proficiency conversion score

96% to 100% Proficient= 20 points
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30% to 35% Proficient= 7 points
26% to 29% Proficient= 6 points
20% to 25% Proficient= 5 points
16% to 19% Proficient= 4 points
10% to 15% Proficient= 3 points
6% to 9% Proficient= 2 points
1% to 5% Proficient= 1 point
0% = 0 points

The Gap Closing conversions scores shall be calculated as follows:

Salamanca City Central School District APPR		
Table IV		
20 point Gap Closing: 17% Gap Closing Matrix		
Band	**% Gap Closed**	**Points out of 20**
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

Salamanca City Central School District APPR		
Table III		
15 point Gap Closing: 17% Gap Closing Matrix		
Band	**% Gap Closed**	**Points out of 20**
Highly effective	30% or greater	15
Highly effective	26-29%	14
Highly effective	21-25%	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

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).

Total Average Rubric Score	Category	Other Measures of Effectiveness
Ineffective 0-49		
1		0
1.1		12
1.2		24
1.3		37
1.4		49
Developing 50-56		
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
Effective 57-58		
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
Highly Effective 59-60		
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 ☐
- Effective ☐
- Developing ☐
- Ineffective ☐

I. Scoring Band Information

Identify scoring bands for formal measures, locally selected measures and state assessment measures to determine overall rating requiring improvement plan

For PK-2 Administrator:

	Formal Observations Low Band	Formal Observations High Band	Local Measure Low Band	Local Measure High Band	State Measure Low Band	State Measure High Band	Total Score
Highly Effective	59	60	18	20	18	20	
Effective	57	58	9	17	9	17	
Developing	50	56	3	8	3	8	
Ineffective	0	49	0	2	0	2	

For All other Administrators:

	Formal Observations Low Band	Formal Observations High Band	Local Measure Low Band	Local Measure High Band	State Measure Low Band	State Measure High Band	Total Score
Highly Effective	59	60	14	15	22	25	
Effective	57	58	8	13	10	21	
Developing	50	56	3	7	3	9	
Ineffective	0	49	0	2	0	2	

II. 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: ☐

	D	I		D	I
Domain I- Culture	☐	☐	Domain III- Strategic Plan	☐	☐
Domain I- Sustainability	☐	☐	Domain IV- Strategic Plan	☐	☐
Domain II- Culture	☐	☐	Domain IV- Culture	☐	☐
Domain II-Instructional Prg.	☐	☐	Domain IV Sustainability	☐	☐
Domain II- Capacity Building	☐	☐	Domain V- Sustainability	☐	☐
Domain II- Sustainability	☐	☐	Domain V- Culture	☐	☐
Domain II- Strategic Plan	☐	☐	Domain VI- Sustainability	☐	☐
Domain III- Culture	☐	☐	Not Applicable ☐		
Domain III- Sustainability	☐	☐			

Walk Through Observation ☐ ☐ **Date(s) of Developing or Ineffective Rating: ____/____**

Not Applicable ☐

b. Locally Selected Measure

	D	I
Student Learning Objective	☐	☐
NWEA Measure	☐	☐
iReady Measure	☐	☐
eDoctrina	☐	☐

Not Applicable ☐

c. State Measure ☐ ☐

	D	I	
Assessment Measures	☐	☐	Specify:_____
			Specify:_____
			Specify:_____
			Specify:_____

Not Applicable ☐

III. 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 make the following specific certifications with respect to their APPR Plan:

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

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

Signatures, dates

Superintendent Signature: Date:

12-20-12

Teachers Union President Signature: Date:

Christine Leavor 12-21-12

Administrative Union President Signature: Date:

Antane Anderson 12-20-12

Board of Education President Signature: Date:

12-20 12