



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

Commissioner of Education
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June 17, 2014

Revised

Joseph Morgan, Superintendent
Spencer-Van Etten CSD
P.O. Box 307
16 Dartts Crossroads
Spencer, NY 14883

Dear Superintendent Morgan:

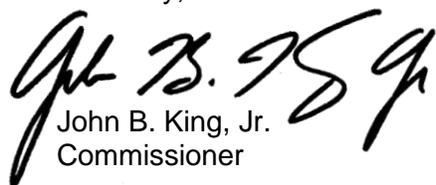
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Horst Graefe

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, December 17, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 600801040000

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

600801040000

1.2) School District Name: SPENCER-VAN ETTEN CSD

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

SPENCER-VAN ETTEN CSD

1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval Checked

1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, June 13, 2014

Page 1

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

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

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses 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, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	SVE developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	SVE developed 1st grade ELA Assessment
2	District, regional, or BOCES-developed assessment	SVE developed 2nd grade ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

We will be measuring student growth. Kindergarten teachers in collaboration with principals will use students pre-assessment baseline data to set individual growth targets using the chart in task 2.11. First and second grade teachers, in collaboration with principals, will use students pre-assessment baseline data to set banded growth targets using the chart in task 2.11. A HEDI scale will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. For grade 3, teachers in collaboration with principals will set a class-wide minimum rigor expectation for growth (level 3 or higher) using baseline data. A corresponding HEDI chart is used to determine final rating scores for this grade level that is attached in section 2.11. For teachers with multiple SLOs, each SLO will be

weighted proportionately based on the number of students in each SLO to determine the teacher's final HEDI rating using the Conversion Chart.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	see attached table in section 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	see attached table in section 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	see attached table 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 attached table 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	District, regional, or BOCES-developed assessment	SVE developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	SVE developed 1st grade Math Assessment
2	District, regional, or BOCES-developed assessment	SVE developed 2nd grade Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

We will be measuring student growth. Teachers in collaboration with principals will use the student's pre-assessment baseline data to set individual banded targets using the chart in task 2.11. A table outlining our HEDI expectations for the K-2 Math assessments are attached in section 2.11. For grade 3, teachers in collaboration with principals will set a class-wide minimum rigor expectation for growth (level 3 or higher) using baseline data. A HEDI score will be awarded based on the overall percentage of students who met or exceed the district's minimum growth expectations, as compared to the pre-assessment baseline data point. For teachers with multiple SLOs, each SLO will be weighted proportionately based on the number of students in each SLO to determine the teacher's final HEDI rating using the Conversion Chart.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	see attached table in section 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	see attached table in section 2.11

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	see attached table 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 attached table 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	Not applicable	Common Branch
7	District, regional or BOCES-developed assessment	SVE developed 7th grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	6th grade science teachers will receive a SPG score in ELA and/or Math as 50% of more of their instruction/student population is in these areas. We will be measuring student growth. For grade 7, teachers in collaboration with principals will use the student's pre-assessment baseline data to set individual banded targets using the chart in task 2.11. A HEDI scale will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. A table outlining our HEDI expectations for grade 7 assessments are attached in section 2.11. A table outlining our HEDI expectations are attached in section 2.11. For grade 8, teachers in collaboration with principals will set a class-wide growth target based on historical data. A HEDI score will be awarded based on the overall percentage of students who met or exceed the target. For teachers with multiple SLOs, each SLO will be weighted proportionately based on the number of students in each SLO to determine the teacher's final HEDI rating using the Conversion Chart.
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	see attached table in section 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	see attached table in section 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	see attached table 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 attached table 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	School- or BOCES-wide, group or team results based on State assessments	6th Grade ELA State Assessment
7	School- or BOCES-wide, group or team results based on State assessments	7th Grade ELA State Assessment
8	School- or BOCES-wide, group or team results based on State assessments	8th Grade ELA State Assessment

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

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

Currently, the Humanities teachers in grades 5-8 will receive a State-provided growth score based on the results of the State ELA assessments given in each respective grade. The Humanities model is a class that integrates English Language Arts and Social Studies Curriculum. Therefore, because at least 50% of their students take the NYS Grades 5-8 ELA tests, teachers of Humanities will receive HEDI scores based on the state-provided growth score derived from the NYS English Language Arts test results.

Should grades 6-8 Social Studies and ELA be taught by separate teachers in the future, grades 6-8 Social Studies teachers will use a school-wide measure based on the State-provided building-wide growth score for ELA in their respective grade levels for the building (e.g., the Grade 6 Social Studies teacher will use the Grade 6 ELA building-wide State-provided growth score). After implementation of a value-added measure, this score will be converted from a 25 to a 20 point scale using the chart uploaded in task 2.11

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

see attached table in section 2.11

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

see attached table in section 2.11

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

see attached table in section 2.11

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

see attached table in section 2.11

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	SVE developed 9th grade Global I Assessment

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

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

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.	We will be measuring student growth. Teachers in collaboration with principals will use the student's pre-assessment baseline data to set individual banded targets using the chart in task 2.11. A HEDI scale will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. A table outlining our HEDI expectations for grade 9 social studies assessments are attached in section 2.11. For Global 2 and US History, the teacher in collaboration with the principal will set a class-wide growth target based on historical data. A HEDI score will be awarded based on the overall percentage of students who met or exceed their targets. For teachers with multiple SLOs, each SLO will be weighted proportionately based on the number of students in each SLO to determine the teacher's final HEDI rating using the Conversion Chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see attached table in section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	see attached table in section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	see attached table in section 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see attached table 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Living Environment, Chemistry, Earth Science, and physics, teachers in collaboration with the building principal will set a class-wide growth target based on historical data. A HEDI score will be awarded based on the overall percentage of students who met or exceed the class-wide growth target. For teachers with multiple SLOs, each SLO will be weighted proportionately based on the number of students in each SLO to determine the teacher's final HEDI rating using the Conversion Chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see attached table in section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	see attached table in section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	see attached table in section 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see attached table in section 2.11

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will be measuring growth. For Algebra I, teachers in collaboration with principals will use the student's pre-assessment baseline data to set individual banded targets using the chart in task 2.11. A HEDI score will be awarded based on the overall percentage of students who met or exceeded their individual growth targets, as compared to the pre-assessment baseline data point. For Algebra 2 and Geometry, teachers in collaboration with principals will set a class wide growth target using historical data. A HEDI score will be awarded based on the overall percentage of students who meet or exceed the class wide growth target. For teachers with
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multiple SLOs, each SLO will be weighted proportionately based on the number of students in each SLO to determine the teacher's final HEDI rating using the Conversion Chart.

Both the Common Core Algebra Regents and the Integrated Algebra Regents will be administered to students in a common core course. The District will use the higher of the scores for APPR purposes.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see attached table in section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	see attached table in section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	see attached table in section 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see attached table in section 2.11

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	SVE developed 9th grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	SVE developed 10th grade ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive/Common Core English Regents assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For ELA 9 and 10, teachers in collaboration with principals will use the student's pre-assessment baseline data to set individual banded targets using the chart in task 2.11. For Grade 11 ELA, the teachers, in collaboration with the principal will set a class-wide growth target based on historical data. A HEDI score will be awarded based on the overall percentage of students who met or exceed their class wide growth targets or individual growth targets. For teachers with multiple SLOs, each SLO will be weighted proportionately based on the number of students in each SLO to determine the teacher's final HEDI rating using the Conversion Chart. Our district will be administering both the NYS Comprehensive English Regents and the NYS Common
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Core English Regents to students in a common core course. We will use the assessment in which the student obtains the highest score for calculation purposes for the SLO.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see attached table in section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	see attached table in section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	see attached table in section 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see attached table 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
Physical Education	District, Regional or BOCES-developed	SVE developed grade specific Physical Education Assessment
ART	District, Regional or BOCES-developed	SVE developed grade specific Art Assessment
Music	District, Regional or BOCES-developed	SVE developed grade specific Music Assessment
Technology	District, Regional or BOCES-developed	SVE developed grade 7 Technology Assessment
Health	District, Regional or BOCES-developed	SVE developed grade specific Health Assessment
Home and Careers	District, Regional or BOCES-developed	SVE developed grade 6 Home and Careers Assessment
LOTE	District, Regional or BOCES-developed	SVE developed grade specific LOTE Assessment
All other teachers not named above	District, Regional or BOCES-developed	SVE developed Grade and 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with principals will use the student's pre-assessment baseline data to set individual banded targets using the chart in task 2.11. A HEDI score will be awarded based on the overall percentage of students who met or exceed their individual growth targets. For teachers with multiple SLOs, each SLO will be weighted proportionately based on the number of students in each SLO to determine the teacher's final HEDI rating using the Conversion Chart. A table outlining our HEDI expectations for all other courses listed above is attached in section 2.11.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see attached table in section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	see attached table in section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	see attached table in section 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see attached table 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/12186/579192-TXEttx9bQW/State Provided Measures 2013-2014_9.pdf

2.12) Locally Developed Controls

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

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

We are not applying any locally developed controls to our choices of comparable growth measure. The way we set our HEDI ratings is exactly as described above for all students enrolled in the courses.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked

2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, June 13, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For the local measure, the SVE CSD will be assessing growth using the NWEA Measures of Academic Progress. A HEDI score will be awarded based on the growth in a teacher's class based on national growth norms. For this measure, the group will be all students in a teacher's class. Spencer-Van Etten will
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be using conditional growth index (CGI) based on the Northwest Evaluation Association Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in ELA in grades 4 through 8. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged, with this average CGI score converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

To assign grade 4 through 8 ELA teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13 when using a 20 point scale (11 after value-added implementation).

Baseline testing will occur in the fall of each school year with post-assessments occurring during the spring. A 0-20 point HEDI score will be determined using the uploaded conversion chart in the absence of a value added measure. A 0-15 point HEDI score will be determined after implementation of a value added measure. Decimals will be rounded to whole numbers prior to submission.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA) provided score. Reference table 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA) provided score. Reference table 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA) provided score. Reference table 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA) provided score. Reference table 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

For the local measure, the SVE CSD will be assessing growth using the NWEA Measures of Academic Progress. A class-wide HEDI score will be awarded based on the overall growth of all students in a teacher's class based on national growth norms. Spencer-Van Etten will be using conditional growth index (CGI) based on the Northwest Evaluation Association Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in Math in grades 4 through 8. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged, with this average CGI score converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

To assign grade 4 through 8 Math teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13 when using a 20 point scale (11 after value-added implementation).

Baseline testing will occur in the fall of each school year with

post-assessments occurring during the spring. A 0-20 point HEDI score will be determined using the uploaded conversion chart in the absence of a value added measure. A 0-15 point HEDI score will be determined after implementation of a value added measure. Decimals will be rounded to whole numbers prior to submission.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA) provided score. Reference table 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA) provided score. Reference table 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA) provided score. Reference table 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA) provided score. Reference table 3.3.

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/12149/579193-rhJdBgDruP/NWEA MAP Assessment VARC Conversion Charts_1.pdf](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	AIMSWEB will provide the mean student growth percentile for those students in a teachers class based upon pre and post-assessments. HEDI points will then be awarded based on the percentile.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	AIMSWEB provided score. Reference chart in 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	AIMSWEB provided score. Reference chart in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	AIMSWEB provided score. Reference chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	AIMSWEB provided score. Reference chart in 3.13.

3.5) Grades K-3 Math

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

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

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.	AIMSWEB will provide the mean student growth percentile for those students in a teachers class based upon pre and post-assessments. HEDI points will then be awarded based on the percentile.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	AIMSWEB provided score. Reference chart in 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	AIMSWEB provided score. Reference chart in 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	AIMSWEB provided score. Reference chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	AIMSWEB provided score. Reference chart in 3.13.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA)

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

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

For the local measure in grades 6-8 science, the SVE CSD will be assessing growth using the NWEA Measures of Academic Progress A class-wide HEDI score will be awarded based on the overall growth of all students in a teacher's class based on national growth norms. Spencer-Van Etten will be using conditional growth index (CGI) based on the Northwest Evaluation Association Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in Math for Science grades 6 and 8, and ELA for grade 7. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged. To obtain a school-wide measure the CGI scores of each teacher in the building will be averaged together. This CGI score will be converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

To assign grade 6 through 8 Science teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13 when using a 20 point scale. From this point, we will use cut points in the uploaded document to assign teachers to the following categories:

Highly Effective: Greater than or equal to .9 standard deviations above average.

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

Ineffective: Less than -2.1 standard deviations below average.

Baseline testing to determine the projected growth targets will occur in the fall of each school year with post-assessments occurring during the spring. A 0-20 point HEDI score will be determined using the uploaded conversion chart. A school wide measure HEDI score will be awarded based on the results of the Measures of Academic Progress given in the building. Decimals will be rounded to whole numbers prior to submission.

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

Measures of Academic Progress (Math/ELA) Northwest Evaluation Association (NWEA) provided score. Reference table 3.13.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (Math/ELA) Northwest Evaluation Association (NWEA) provided score. Reference table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (Math/ELA) Northwest Evaluation Association (NWEA) provided score. Reference table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (Math/ELA) Northwest Evaluation Association (NWEA) provided score. Reference table 3.13.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For the local measure in Social Studies in grades 6-8, the SVE CSD will be assessing growth using the NWEA Measures of Academic Progress. A class-wide HEDI score will be awarded based on the overall growth of all students in a teacher's class based on national growth norms. Spencer-Van Etten will be using conditional growth index (CGI) based on the Northwest Evaluation Association Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in ELA in Social Studies grades 6 through 8. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.</p> <p>To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged. To obtain a</p>
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school-wide measure the CGI scores of each teacher in the building will be averaged together. This CGI score will be converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

To assign grade 6 through 8 Social Studies teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13 for a 20 point scale. From this point, we will use cut points in the uploaded document to assign teachers to the following categories:

Highly Effective: Greater than or equal to .9 standard deviations above average.

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

Ineffective: Less than -2.1 standard deviations below average.

Baseline testing to determine the projected growth targets will occur in the fall of each school year with post-assessments occurring during the spring. A 0-20 point HEDI score will be determined using the uploaded conversion chart. A school wide measure HEDI score will be awarded based on the results of the Measures of Academic Progress given in the building. Decimals will be rounded to whole numbers prior to submission.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA) provided score. Reference table 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA) provided score. Reference table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA) provided score. Reference table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA) provided score. Reference table 3.13.

3.8) High School Social Studies

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
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Global 1	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA)
Global 2	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA)
American History	5) District, regional, or BOCES–developed assessments	SVE developed American History Assessment

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

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

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

For the local measure for Global 1 and Global 2, the SVE CSD will be assessing growth using the NWEA Measures of Academic Progress. A class-wide HEDI score will be awarded based on the overall growth of all students in a teacher's class based on national growth norms. Spencer-Van Etten will be using conditional growth index (CGI) based on the Northwest Evaluation Association Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in ELA in Global 1 and Global 2. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged. To obtain a school-wide measure the CGI scores of each teacher in the building will be averaged together. This CGI score will be converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

To assign Global 1 and Global 2 teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13 when using a 20 point scale. From this point, we will use cut points in the uploaded document to assign teachers to the following categories:

Highly Effective: Greater than or equal to .9 standard deviations above average.

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

Ineffective: Less than -2.1 standard deviations below average.

Baseline testing to determine the projected growth targets will occur in the fall of each school year with post-assessments occurring during the spring. A 0-20 point HEDI score will be determined using the uploaded conversion chart. A school wide measure HEDI score will be awarded based on the results of the Measures of Academic Progress given in the building. Decimals will be rounded to whole numbers prior to submission.

For American History, we will be measuring student growth. The district in collaboration with the teacher will use the students' pre-assessment baseline data to set individual banded targets using the chart in task 3.13. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. For teachers with multiple SLOs, each SLO will be weighted proportionately based on the number of students in each SLO.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA) provided score or locally developed scale depending on course. Reference table 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA) provided score or locally developed scale depending on course. Reference table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA) provided score or locally developed scale depending on course . Reference table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA) provided score or locally developed scale depending on course. Reference table 3.13.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA)
Earth Science	6(ii) School wide measure computed locally	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA)
Chemistry	6(ii) School wide measure computed locally	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA)
Physics	5) District, regional, or BOCES-developed assessments	SVE developed Physics Assessment

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

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

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

For the local measure for Living Environment, Earth Science, and Chemistry, the SVE CSD will be assessing growth using the NWEA Measures of Academic Progress. A class-wide HEDI score will be awarded based on the overall growth of all students in a teacher's class based on national growth norms. Spencer-Van Etten will be using conditional growth index (CGI) based on the Northwest Evaluation Association Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in ELA for Living Environment and Math for Earth Science and Chemistry. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged. To obtain a school-wide measure the CGI scores of each teacher in the building will be averaged together. This CGI score will be converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

To assign Living Environment, Earth Science, and Chemistry teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13 when using a 20 point scale. From this point, we will use cut points in the uploaded document to assign teachers to the following categories:

Highly Effective: Greater than or equal to .9 standard deviations above average.

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

Ineffective: Less than -2.1 standard deviations below average.

Baseline testing to determine the projected growth targets will occur in the fall of each school year with post-assessments occurring during the spring. A 0-20 point HEDI score will be determined using the uploaded conversion chart. A school wide measure HEDI score will be awarded based on the results of the Measures of Academic Progress given in the building. Decimals will be rounded to whole numbers prior to submission.

For Physics, the district in collaboration with the teacher will use the student's pre-assessment baseline data to set individual banded targets using the chart in task 3.13. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. For teachers with multiple SLOs, each SLO will be weighted proportionately based on the number of students in each SLO.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA/Math) Northwest Evaluation Association (NWEA) provided score or locally developed scale depending on the course. Reference table 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA/Math) Northwest Evaluation Association (NWEA) provided score or locally developed scale depending on the course. Reference table 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA/Math) Northwest Evaluation Association (NWEA) provided score or locally developed scale depending on the course. Reference table 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA/Math) Northwest Evaluation Association (NWEA) provided score or locally developed scale depending on the course. Reference table 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA)
Geometry	6(ii) School wide measure computed locally	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA)
Algebra 2	6(ii) School wide measure computed locally	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA)

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

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

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

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

For the local measure in Algebra 1, Geometry and Algebra 2, the SVE CSD will be assessing growth using the NWEA Measures of Academic Progress. A class-wide HEDI score will be awarded based on the overall growth of all students in a teacher's class base on national growth norms. Spencer-Van Etten will be using conditional growth index (CGI) based on the Northwest Evaluation Association Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in Math for Algebra 1, Geometry and Algebra 2. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged. To obtain a school-wide measure the CGI scores of each teacher in the building will be averaged together. This CGI score will be converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

To assign Algebra 1, Geometry, and Algebra 2 teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13 when using a 20 point scale. From this point, we will use cut points in the uploaded document to assign teachers to the following categories:

Highly Effective: Greater than or equal to .9 standard deviations above average.

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

Ineffective: Less than -2.1 standard deviations below average.

Baseline testing to determine the projected growth targets will occur in the fall of each school year with post-assessments occurring during the spring. A 0-20 point HEDI score will be determined using the uploaded conversion chart. A school wide measure HEDI score will be awarded based on the results of the Measures of Academic Progress given in the building. Decimals will be rounded to whole numbers prior to submission.

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

Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA) provided score. Reference table 3.13

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA) provided score. Reference table 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA) provided score. Reference table 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA) provided score. Reference table 3.13

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA)
Grade 10 ELA	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA)
Grade 11 ELA	5) District, regional, or BOCES-developed assessments	SVE developed Grade 11 ELA assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the local measure for Grade 9 and 10 ELA, the SVE CSD will be assessing growth using the NWEA Measures of Academic Progress. A class-wide HEDI score will be awarded based on the overall growth of all students in a teacher's class based on national growth norms. Spencer-Van Etten will be using conditional growth index (CGI) based on the Northwest Evaluation Association Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in ELA in grades 9 and 10. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI
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scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged. To obtain a school-wide measure the CGI scores of each teacher in the building will be averaged together. This CGI score will be converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

To assign grade 9 and 10 teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13 when using a 20 point scale. From this point, we will use cut points in the uploaded document to assign teachers to the following categories:

Highly Effective: Greater than or equal to .9 standard deviations above average.

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

Ineffective: Less than -2.1 standard deviations below average.

Baseline testing to determine the projected growth targets will occur in the fall of each school year with post-assessments occurring during the spring. A 0-20 point HEDI score will be determined using the uploaded conversion chart. A school wide measure HEDI score will be awarded based on the results of the Measures of Academic Progress given in the building. Decimals will be rounded to whole numbers prior to submission.

For grade 11 ELA, the district in collaboration with the teacher will use the students' pre-assessment baseline data to set individual banded targets using the chart in task 3.13. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. For teachers with multiple SLOs, each SLO will be weighted proportionately based on the number of students in each SLO.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA) provided score or locally developed scale depending on course. Reference table 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA) provided score or locally developed scale depending on the course. Reference table 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA) provided score or locally developed scale depending on the course. Reference table 3.13

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

Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA) provided score or locally developed scale depending on the course. Reference table 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
Physical Education	5) District/regional/BOCES-developed	SVE developed grade specific physical education performance assessment
Music	5) District/regional/BOCES-developed	SVE developed grade specific music performance assessment
ART	5) District/regional/BOCES-developed	SVE developed grade specific art performance assessment
Business Education	5) District/regional/BOCES-developed	SVE developed Business Education Assessment
Technology	6(ii) School wide measure computed locally	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA)
Health	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA)
LOTE	5) District/regional/BOCES-developed	SVE developed LOTE performance 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.

For the local measure for Technology and Health, the SVE CSD will be assessing growth using the NWEA Measures of Academic Progress. A class-wide HEDI score will be awarded based on the overall growth of all students in a teacher's class based on national growth norms. Spencer-Van Etten will be using conditional growth index (CGI) based on the Northwest Evaluation Association Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in ELA for Health and Math for Technology. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting

their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged. To obtain a school-wide measure the CGI scores of each teacher in the building will be averaged together. This CGI score will be converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

To assign Health and Technology teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13 when using a 20 point scale. From this point, we will use cut points in the uploaded document to assign teachers to the following categories:

Highly Effective: Greater than or equal to .9 standard deviations above average.

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

Ineffective: Less than -2.1 standard deviations below average.

Baseline testing to determine the projected growth targets will occur in the fall of each school year with post-assessments occurring during the spring. A 0-20 point HEDI score will be determined using the uploaded conversion chart. A school wide measure HEDI score will be awarded based on the results of the Measures of Academic Progress given in the building. Decimals will be rounded to whole numbers prior to submission.

For Physical Education, Music, Art, Business Education, and LOTE, the district in collaboration with the teacher will use the students' pre-assessment baseline data to set individual banded targets using the chart in task 3.13. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. For teachers with multiple SLOs, each SLO will be weighted proportionately based on the number of students in each SLO.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.
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Reference file in 3.13.

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

Reference file in 3.13.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.
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Reference file in 3.13.

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

Reference file in 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/12149/579193-y92vNseFa4/AIMSWEB NWEA and LOCAL Assessment Conversion Charts for SVE_3.pdf

3.14) Locally Developed Controls

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

We are not applying any locally developed controls.

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.

For teachers with more than one locally selected measure, each HEDI score will be combined proportionately based on the number of students in each measure to result in a final HEDI score. In no case will rounding cause a teacher to move to a higher HEDI category.

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 Tuesday, April 30, 2013

Updated Tuesday, June 17, 2014

Page 1

4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
Second Rubric, if applicable	Not Applicable

4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, label accordingly, and combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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

(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 0-60 HEDI score will be determined based upon multiple observations/walkthroughs utilizing the Danielson's Framework for Teaching. Throughout the school year, each observation evidence will be collected each time a given subcomponent of the Danielson Rubric is observed. At the end of the school year, each teacher will receive a "Unit Member Summative Evaluation" which will compile data collected throughout the year from the observations/walkthroughs. Each subcomponent will be holistically scored at the end of the school year based on all evidence observed or gathered. The Danielson subcomponents have been arranged by the district into the following standards: Content Knowledge, Preparation, Instructional Delivery, Classroom Management, Student Development, Student Assessment, Collaboration, and Reflective and Responsive Practice to yields a HEDI rating category which converts to a numerical value as follows: 4 (Highly Effective) 3 (Effective) 2 (Developing) 1 (Ineffective). Each standard score is calculated by adding the numerical value of each subcomponent scored, and then dividing by the total number of subcomponent utilized in that standard, which results in a score of 1-4 with two decimal places. All standard scores for each teacher will then be combined and averaged (divided by 8, which is the number of standards assessed) to determine the overall rubric score of 1-4. This number is then applied to the attached conversion chart in order to determine an overall 0-60 HEDI rating, yielding one of the four HEDI categories.

By rounding any decimals to the nearest whole number, the composite score reported to the state will be reported as whole number

(0-60). Rounding will not result in a teacher moving from one HEDI rating category to another. The rubric value listed on the chart is the minimum necessary to achieve the corresponding HEDI value.

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

assets/survey-uploads/12179/579194-eka9yMJ855/Other Measures of Effectiveness_5.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A scoring range of 59-60 as measured by the Danielson Framework for Teaching Practice Rubric and corresponding conversion chart will result in a rating of Highly Effective which demonstrates performance that is well above the NYS Teaching Standards.
Effective: Overall performance and results meet NYS Teaching Standards.	A scoring range of 57-58 as measured by the Danielson Framework for Teaching Practice Rubric and corresponding conversion chart will result in a rating of Effective which demonstrates performance that meets the NYS Teaching Standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A scoring range of 50-56 as measured by the Danielson Framework for Teaching Practice Rubric and corresponding conversion chart will result in a rating of Developing which demonstrates performance that is below the NYS Teaching Standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A scoring range of 0-49 as measured by the Danielson Framework for Teaching Practice Rubric and corresponding conversion chart will result in a rating of Ineffective which demonstrates performance that is well below the NYS Teaching Standards.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
Informal/Short	2
Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	2
Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, May 15, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Monday, June 16, 2014

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/12193/579196-Df0w3Xx5v6/Teacher Improvement Plan.pdf](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of annual performance reviews shall be limited to those performance reviews in which the unit member received the following:

- Non- Tenured staff- a composite rating of “ineffective”

- Tenured Staff- a composite rating of “ineffective” or “developing”
- Any unit member may appeal a TIP if the plan was generated as the result of an ineffective or developing composite rating, in accordance with the APPR.

The scope of the appeal will be limited to the following subjects:

- The substance of the annual summative evaluation.
- The District’s adherence to the standards and methodologies required for such reviews, pursuant to Education law 3012-c.
- The adherence to Commissioner’s regulations.
- Compliance with any locally negotiated procedures regarding annual professional growth plan or improvement plans.
- The District’s issuance and/or implementation of the terms of the Teacher Improvement Plan under Education law 3012-c in connection with an ineffective or developing rating.

Prohibition against more than one appeal: A unit member may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void.

Burden of proof: Except for procedural appeals for failure to follow timelines, the unit member has the burden of demonstrating a clear and legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

Arbitration: With the exception of grievances based on failure to follow the procedural steps, the Superintendent’s decision shall be final and binding and not subject to the grievance procedure.

Timelines:

All timelines shall be adhered to unless extended by mutual agreement. Failure of the petitioner to meet a timeline will nullify the appeal. Failure of the respondent to meet a timeline will allow movement of the appeal to the next level. In no event should the entire appeals process take longer than 65 days. Any timelines extended by mutual agreement will be completed in a timely and expeditious fashion in accordance with Education Law section 3012-c.

Level 1- Evaluator:

Informal- Following a qualifying event as defined in the above sections, the unit member may request a follow-up meeting with the lead evaluator to informally discuss any and all related issues.

Formal- Any appeal must be submitted to the evaluator in writing no later than ten (10) school days from the date when the teacher receives his/her annual performance professional review. If the unit member is challenging the issuance, implementation or adherence of a teacher improvement plan, the appeal must be submitted within ten (10) schools days of when the alleged breach of such plan occurred, or the issuance of a teacher improvement plan.

When submitting an appeal, the unit member must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending.

Within ten (10) school days of receipt of an appeal, the lead evaluator must submit a detailed written response to the appeal including all supporting documents, as well as any additional supporting documents or materials relevant to the response. The unit member and Association President will receive copies of the response and documents.

Any supporting documentation/information not submitted or noted by either party in the Stage 1 appeal shall not be considered at the further steps of the appeal.

Level 2- Review Board:

A Review Board, consisting of one tenured administrator (not the evaluator) appointed by the Superintendent or designee and two tenured unit members appointed by the SVETA President or designee, which may include retirees. The committee shall operate under the consensus model.

Within five (5) school days of the receipt of the written Level 1 response, if a teacher is not satisfied with such response, the unit member must submit a written appeal to the Review Panel.

Within ten (10) school days of receipt of the unit member's appeal, the Review Panel will conduct a hearing at which the unit member and his/her union representative (option) and the evaluator will be allowed to present oral arguments in support of the appeal and the response, respectively.

Within five (5) school days of the Review Panels hearing, the review panel will issue a written determination to the unit member, Teacher Association President and the evaluator. The determination may be to deny the appeal; to sustain the appeal and grant the remedy sought; or sustain the appeal and modify the remedy. In the event, the parties cannot come to consensus, each member of the panel will issue a recommendation forwarded to the Superintendent within five (5) school days from the close of the hearing.

Within five (5) school days of the receipt of the Review Panel's Level 2 response (in the event of a consensus decision), if a unit member is not satisfied with such response, the unit member must submit a written appeal to the Superintendent.

Level 3- Superintendent

Within ten (10) school days of the receipt of the written level two (2) response from the Review Panel and the unit member's request for a Level 3 appeal, the Superintendent will conduct a hearing at which the unit member and his/her union representative (option) and the evaluator will be allowed to present oral arguments in support of the appeal and the response, respectively.

Within five (5) school days of the Superintendent's hearing, the Superintendent shall issue a written determination to the unit member, Teacher's Association President and the evaluator. The determination may be to deny the appeal; to sustain the appeal and grant the remedy sought; or sustain the appeal and modify the remedy.

Records

The entire appeals record will be part of the unit member's APPR.

After entering or noting a document into the record at Stage 1 of the appeals process, the District shall maintain copies of all the documents/information for all further stages of the appeals process.

6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

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

Evaluator Training:

1. The District will ensure that all Evaluators/Lead Evaluators are properly trained and certified. Lead evaluators are qualified to conduct teacher evaluations under 3012-c and Commissioner's Regulation 30-2. [30-2.9(b)]

2. The District will provide training to evaluators and lead evaluators through the GST BOCES RTTT Evaluator Training program. The District will maintain records of certification of evaluators. Certified evaluators will be monitored and recertified on a periodic basis to be determined by the District in collaboration with SVETA. Training will include the following topics: NYS teaching and leadership standards, evidence-based observation techniques, application and use of student growth and value-added models, application and use of state approved teacher and principal rubrics, application and use of assessment tools, applications and use of state approved locally developed measures of student achievement, use of the statewide instructional reporting system, the scoring methodology that will be used and specific considerations in evaluating teachers and principals of English Language Learners and Students with Disabilities. We approximate that evaluators will receive at least twenty (20) hours of training annually.

3. Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting classroom observations or school visits as part of an annual professional performance review under Chapter 103 prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review.

Inter-Rater Reliability:

The District will establish a process to maintain inter-rater reliability over time in accordance to NYSED guidance and protocols. This aspect is specifically covered in the BOCES training.

Data Submission to The Department (See Commissioner's Regulation 30-2.3(b)(1)):

The District will work with the State Education Department (the "SED") to develop a process that aligns its data systems to ensure that SED receives timely and accurate teacher, course and student "linkage" data, as well as a process for teacher and principal verification of the courses and/or student rosters assigned to them.

Ensuring Accurate Teacher and Student Data

The district shall ensure that SED receives accurate teacher and student data, including enrollment, attendance data, and any other course and teacher/student linkage data necessary to comply with the regulations of the Board of Regents and Commissioner of Education. The District will provide such data in a format and timeline prescribed by the Commissioner.

The District collects and archives data on student enrollment, attendance and achievement on State wide assessments in the student data management suite of the products including School Tools. The data will be maintained by our Chief Information Officer in collaboration with the District Registrar, Supervisors and Coaches, Guidance Department staff & who regularly verify attendance, grades, assessment results, and course assignments. Additionally, the District will utilize, but not be limited to, DIAL, NWEA MAP assessments, AIMS Web, and local assessment databases to aid in the analysis and monitoring of student progress.

The New York State Department's APPR Guidance and field memos, relating to the Student Information Repository System (SIRS), will provide detailed guidance related to the collection and reporting of data, including student-teacher linkage and student attendance. The District will continue to monitor data and develop additional processes, as needed and consistent with NYSED reporting requirements, to verify that the data submitted to the State is complete and accurate. NYSED advises that it will provide roster verification reports to assist in this process. The NYSED also will provide guidelines for the use of student-teacher instructional weighting and student exclusion flags.

Verification: The District's student data system identifies teacher assignments, student enrollment and student attendance. The District has obtained the NYSED statewide unique identifier for all certified individuals employed by the District through "TEACH." The District has entered this information into the District's data system for reporting to SIRS in accordance with NYSED guidance. Student enrollment in all courses linked to a state assessment is recorded using the statewide standardized course codes. The District will verify assignments of classroom teachers of common branch subjects, ELA and Mathematics in grades 4-8 through the links established between WinCap and SchoolTool. Teachers use these systems to record daily attendance, maintain a grade book, produce progress reports, and report cards. The District will work with SVETA to determine an appropriate role for individual teachers to play in this verification process.

Teacher Verification of Subjects Taught and Students Assigned
(See Commissioner's Regulation 30-2.3(b)(1)):

Classroom teachers to whom this plan applies shall be provided an opportunity to verify the subjects and students assigned to them. [30-2.3(b)(1)] The attendance records kept by the teacher for each class will constitute verification of subjects taught and students assigned.

Reporting Teachers' Subcomponent and Composite Scores to the Department
(See Commissioner's Regulation 30-2.3(b)(2)):

The District will report to the Department the individual subcomponent scores and the composite effectiveness score for each teacher to whom this plan applies in a format and on a timeline prescribed by the Commissioner. [30-2.3(b)(2)]. The District plans to use the current student data and personnel management software systems to establish and track the teacher/student course linkage as required by law and said data will be uploaded when the NYSED system is ready to receive the data.

The assessment development, security, and scoring processes utilized to ensure that assessments and measures used to evaluate teachers are not disseminated to students and that teachers do not have a vested interest in the outcome of the assessments they score follow: (See Commissioner's Regulation 30-2.3(b)(3)):

Development: The District will continue to obtain feedback and input from the APPR Committee to determine decisions about local measures of student achievement; teacher and principal practice rubrics; other instruments (such as surveys, self-assessments, portfolios); and the scoring methodology for the assignment of points to locally selected measures of student achievement and other measures of teacher or principal effectiveness.

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
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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
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6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
--	---------

6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Friday, June 13, 2014

Page 1

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

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

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

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

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

Middle School 5-8
High School 9-12

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

Please check the boxes below:

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

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

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

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

State assessments, required if one exists

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Elementary School K-4	District, regional, or BOCES-developed	SVE developed K ELA and Math Assessment
Elementary School K-4	District, regional, or BOCES-developed	SVE developed 1st grade ELA and Math Assessment
Elementary School K-4	District, regional, or BOCES-developed	SVE developed 2nd grade ELA and Math Assessment
Elementary School K-4	State assessment	3rd Grade NYS Assessment in ELA and Math
Elementary School K-4	State assessment	4th Grade NYS Assessment in ELA and Math

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The District will be measuring student growth. For K- 3 grade, the principal, in collaboration with the Superintendent, will use students' pre-assessment baseline data to set growth targets (see upload). A HEDI scale will be awarded based on the overall percentage of students who meet or exceed their growth targets (see upload), as compared to the baseline data point. For 4th grade, our district will be utilizing State-provided growth score
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for ELA and Math. Since the principal will have multiple SLOs and a State provided score, each measure will be weighted proportionately based in the number of students in each area to determine the principal's final HEDI rating using the Conversion Chart.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Reference attached table.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Reference attached table.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Reference attached table.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Reference attached table.

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/12156/579197-lha0DogRNw/State Provided Measures Principals 2013-2014_8.pdf

7.4) Special Considerations for Comparable Growth Measures

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

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

We are not applying any locally developed controls to our choices of comparable growth measure.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Friday, June 13, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA)
5-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA)
9-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA) Northwest Evaluation Association (NWEA)
9-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Math) Northwest Evaluation Association (NWEA)

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For the 5-8 principal and the 9-12 principal, for the local measure, the SVE CSD will be assessing growth using the NWEA Measures of Academic Progress Math and ELA. A building-wide HEDI score will be awarded based on the overall growth of all students in the principal's building based on national growth norms. Spencer-Van Etten will be using conditional growth index (CGI) based on the Northwest Evaluation Association Measures of Academic Progress assessment to calculate principal-level effectiveness ratings for the comparable growth measures in ELA and Math. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero</p>
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are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular principal will be averaged, with this average CGI score converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that principals often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

To assign principals to HEDI categories, we will assume a normal distribution of effects centered on 13 (11 points after value added implementation).

Baseline testing will occur in the fall of each school year with post-assessments occurring during the spring. A 0-20 point HEDI score will be determined using the uploaded conversion chart in the absence of a value added measure. A 0-15 point HEDI score will be determined after implementation of a value added measure. Decimals will be rounded to whole numbers prior to submission.

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

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

(No response)

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

[assets/survey-uploads/12190/579198-qBFVOWF7fC/MS and HS NWEA Conversion Chart_2.pdf](#)

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration,

select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	AIMSWEB
K-4	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA and Math) Northwest Evaluation Association (NWEA)

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.

For the K-4 principal, SVE will be measuring student growth using AIMSWEB for grades K-3 and the NWEA Measures of Academic Progress for grade 4. A building wide HEDI score will be awarded based on the overall growth of all students in a principal's building based on national growth norms. Baseline testing to determine the projected growth targets will occur in the fall of each school year with post assessments occurring during the spring.

AIMSWEB will provide the mean student growth percentile for those students in the principal's building based upon pre and post-assessments. HEDI points will then be awarded based on the building-wide student growth percentile of students who meet that target.

For 4th grade, the SVE CSD will be assessing growth using the NWEA Measures of Academic Progress. A building-wide HEDI score will be awarded based on the overall growth of all students in a principal's building based on national growth norms. Spencer-Van Etten will be using conditional growth index (CGI) based on the Northwest Evaluation Association Measures of Academic Progress assessment to calculate principal-level effectiveness ratings for the comparable growth measures in Math and in ELA. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students in a principal's building will be averaged, with this average CGI score converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that principals often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

To assign grade 4 principals to HEDI categories, we will assume a normal distribution of effects centered on 13. From this point, we will use cut points in the uploaded document to assign principals to the following categories:

Highly Effective: Greater than or equal to .9 standard deviations above average.

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below

average.

Ineffective: Less than -2.1 standard deviations below average.

Baseline testing will occur in the fall of each school year with post-assessments occurring during the spring. A 0-20 point HEDI score will be determined using the uploaded conversion chart. Decimals will be rounded to whole numbers prior to submission.

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

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.

assets/survey-uploads/12190/579198-T8MIGWUVm1/Principal AIMSWEB and NWEA Chart_3.pdf

8.3) Locally Developed Controls

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

We are not applying any locally developed controls to our choices to the local measures.

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.

Principals with more multiple locally selected measures, each measure will be weighted proportionally based on the number of students in each measure to determine the principal's final HEDI rating. Standard rounding rules will apply when determining the principal's final HEDI 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, April 30, 2013

Updated Tuesday, June 17, 2014

Page 1

9.1) Principal Practice Rubric

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

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

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The 0-60 HEDI score will be determined based upon multiple observations and an individual goal setting review (evaluated using the Other domain - Goal Setting and Attainment) utilizing the Multidimensional Principal Performance Rubric. At the beginning of the school year, the principal will submit annual performance goals to the Superintendent. The Superintendent will conduct a mid-year evaluation and review progress made to date based on the principal's goals. At the end of the school year, the principal will submit a year end self- reflection to the Superintendent. At the end of the school year, each principal will receive a "Annual Principal Summative Evaluation" which will compile data collected throughout the year from the observations and documents collected throughout the year as evidence. Each indicator of the MPPR will be assigned a score of 1-4 holistically at the end of the year based on all evidence collected. Each Domain score is calculated by adding the numerical value of each indicator scored, and then dividing by the total number of indicators utilized in that domain, which results in a score of 1-4 with two decimal places. All Domain scores for each principal will then be combined and averaged (divided by 7, which is the number of domains assessed) to determine the overall rubric score of 1-4. This number is then applied to the attached conversion chart in order to determine an overall 0-60 HEDI rating, yielding one of the four HEDI categories.

By rounding any decimals to the nearest whole number, the composite score reported to the state will be reported as whole number (0-60). Rounding will not result in a principal moving from one HEDI rating category to another. The rubric value listed on the chart is the minimum necessary to achieve the corresponding HEDI value.

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

assets/survey-uploads/12205/579199-pMADJ4gk6R/Principal Conversion Chart_1.pdf

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

Highly Effective: Overall performance and results exceed standards.	Reference Upload
Effective: Overall performance and results meet standards.	Reference Upload
Developing: Overall performance and results need improvement in order to meet standards.	Reference Upload

Ineffective: Overall performance and results do not meet standards.

Reference Upload

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, May 15, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, June 17, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/579201-Df0w3Xx5v6/Principal Improvement Plan_3.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeal Process:

Appeals of annual performance reviews shall be limited to those performance reviews in which the administrator received the following:

- A composite rating of “ineffective” or “developing”

- Any administrator may appeal a PIP if the plan was generated as the result of an ineffective or developing composite rating, in accordance with the APPR.

The scope of the appeal will be limited to the following subjects:

- The substance of the annual summative evaluation.

- The District’s adherence to the standards and methodologies required for such reviews, pursuant to Education law 3012-c.

- The adherence to Commissioner’s regulations.

- Compliance with any locally negotiated procedures regarding annual professional growth plan or improvement plans.

- The District’s issuance and/or implementation of the terms of the Principal Improvement Plan under Education law 3012-c in connection with an ineffective or developing rating.

Prohibition against more than one appeal: An administrator may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void.

Burden of proof: Except for procedural appeals for failure to follow timelines, the administrator has the burden of demonstrating a clear and legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

Arbitration: With the exception of grievances based on failure to follow the procedural steps, the Superintendent’s decision shall be final and binding and not subject to the grievance procedure.

Timelines:

All timelines shall be adhered to unless extended by mutual agreement. Failure of the petitioner to meet a timeline will nullify the appeal. Failure of the respondent to meet a timeline will allow movement of the appeal to the next level. In no event should the entire appeals process take longer than 65 days. Any timelines extended by mutual agreement will be completed in a timely and expeditious fashion in accordance with Education Law section 3012-c.

Level 1- Evaluator:

Informal- Following a qualifying event as defined in the above sections, the administrator may request a follow-up meeting with the Superintendent to informally discuss any and all related issues.

Formal- Any appeal must be submitted to the Superintendent in writing no later than ten (10) school days from the date when the administrator receives his/her annual performance professional review. If challenging the issuance, implementation or adherence of a principal improvement plan, the appeal must be submitted within ten (10) schools days of when the alleged breach of such plan occurred.

When submitting an appeal, a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged must be provided. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending.

Within ten (10) school days of receipt of an appeal, the Superintendent must submit a detailed written response to the appeal including all supporting documents, as well as any additional supporting documents or materials relevant to the response.

Any supporting documentation/information not submitted or noted by either party in the Stage 1 appeal shall not be considered at the further steps of the appeal.

Level 2- Review Board:

A Review Board, consisting of one tenured administrator (not the one being evaluated) appointed by the Superintendent and an additional neutral administrator (from neighboring school district, BOCES or BOCES superintendent), which may include retirees. The committee shall operate under the consensus model.

Within five (5) school days of the receipt of the written Level 1 response, if a principal is not satisfied with such response, the principal must submit a written appeal to the Review Panel.

Within ten (10) school days of receipt of the principal's appeal, the Review Panel will conduct a hearing at which the principal and the Superintendent will be allowed to present oral arguments in support of the appeal and the response, respectively.

Within five (5) school days of the Review Panels hearing, the review panel will issue a written determination to the principal and the Superintendent. The determination may be to deny the appeal; to sustain the appeal and grant the remedy sought; or sustain the appeal and modify the remedy. In the event, the parties cannot come to consensus, each member of the panel will issue a recommendation forwarded to the BOCES Superintendent within five (5) school days from the close of the hearing.

Within five (5) school days of the receipt of the Review Panel's Level 2 response, if principal is not satisfied with such response, the principal must submit a written appeal to the BOCES Superintendent.

Level 3- BOCES Superintendent

Within ten (10) school days of the receipt of the written level two (2) response from the Review Panel and the principal's request for a Level 3 appeal, the BOCES Superintendent will conduct a hearing at which the principal and the Superintendent will be allowed to present oral arguments in support of the appeal and the response, respectively.

Within five (5) school days of the BOCES Superintendent's hearing, the BOCES Superintendent shall issue a written determination to the principal and Superintendent. The determination may be to deny the appeal; to sustain the appeal and grant the remedy sought; or sustain the appeal and modify the remedy.

Records

The entire appeals record will be part of the principal's unit member's permanent folder.

After entering or noting a document into the record at Stage 1 of the appeals process, the District shall maintain copies of all the documents/information for all further stages of the appeals process.

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

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

Lead Evaluator Training:

1. The District will ensure that all Evaluators/Lead Evaluators are properly trained and certified. Lead evaluators are qualified to conduct principal evaluations under 3012-c and Commissioner's Regulation 30-2. [30-2.9(b)].

2. The District will provide training to evaluators and lead evaluators through the GST BOCES RTTT Evaluator Training program. Training will include the following topics: NYS teaching and leadership standards, evidence-based observation techniques, application and use of student growth and value-added models, application and use of state approved teacher and principal rubrics, application and use of assessment tools, applications and use of state approved locally developed measures of student achievement, use of the statewide instructional reporting system, the scoring methodology that will be used and specific considerations in evaluating teachers and principals of English Language Learners and Students with Disabilities. We approximate that evaluators will receive at least twenty (20) hours of training annually.

The District will maintain records of certification of evaluators. Certified evaluators will be monitored and recertified on a periodic basis to be determined by the District.

3. Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting classroom observations or school visits as part of an annual professional performance review under Chapter 103 prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review.

Inter-Rater Reliability:

The District will establish a process to maintain inter-rater reliability over time in accordance to NYSED guidance and protocols. This aspect will be covered in the GST BOCES training.

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, June 17, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/1404573-3Uqgn5g9Iu/APPRCert2014.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.

Kindergarten ELA – Student Learning Objective (SLO) – District Adopted Expectations

The teacher, in collaboration with the principal will set individual student growth targets based on pre-assessments regarding the following categories: Letter Identification, Letter-Sound, Letter-Word and the number of Kindergarten sight words the student is able to identify.

The teacher’s final rating is determined by the average combined percentage of students meeting their targets from each of the four categories. For example: If the 73% of the students meet their letter identification target, and 93% of the students meet their letter-sound target, and 57% of the students meet their letter-word target, and 80% of the students meet their sight word target, the overall teacher’s HEDI rating would be 14.

Conversion Chart: The percentage of students’ whose progress meets expectations.

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	84-85%	82-83%	79-81%	76-78%	73-75%	70-72%	66-69%	61-65%	55-60%	53-54%	51-52%	46-50%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

1st Grade ELA – Student Learning Objective (SLO) – District Adopted Expectations

A corresponding Reading Level Conversion Chart is also enclosed for further information regarding DRA conversions to Lexile levels for reference. Students are given a pre-assessment to determine the starting Fountas/Pinnell reading level. At the end of the year, students again take the same assessment to determine the amount of growth. Using the chart below, the percentage of students who meet individual growth targets in a teacher’s class determines the corresponding HEDI rating.

What Student Progress Meets Expectations

Performance Level	End 1: Reading at Fountas/Pinnell level B	End 2: Reading at Fountas/Pinnell level C	End 3: Reading at Fountas/Pinnell level H/I	End 4: Reading at Fountas/Pinnell level M	End 5: Reading at Fountas/Pinnell level P/Q
Start 1: Reading at Fountas/Pinnell level AA	No	Yes	Yes	Yes	Yes
Start 2: Reading at Fountas/Pinnell level C	No	No	Yes	Yes	Yes
Start 3: Reading at Fountas/Pinnell level H/I	No	No	No	Yes	Yes
Start 4: Reading at Fountas/Pinnell level M	No	No	No	No	Yes

Conversion Chart: The percentage of students’ whose progress meets expectations.

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	84-85%	82-83%	79-81%	76-78%	73-75%	70-72%	66-69%	61-65%	55-60%	53-54%	51-52%	46-50%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

2ND Grade ELA– Student Learning Objective (SLO) – District Adopted Expectations

A corresponding Reading Level Conversion Chart is also enclosed for further information regarding Fountas/Pinnell conversions to Lexile levels for reference. Students are given a pre-assessment to determine the starting reading level. At the end of the year, students again take the same assessment to determine the amount of growth. The percentage of students who meet individual growth targets in a teacher’s class determines the corresponding HEDI rating.

Starting Fountas/Pinnell Level	Ending Fountas/Pinnell Level													
	B	C	D	E	F	G	H	I	J	K	L	M	N	O
B	No	No	No	No	Yes									
C	No	No	No	No	No	No	Yes							
D	No	No	No	No	No	No	No	Yes						
E	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes
F	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes
G	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes
H	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes
I	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes
J	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes
K	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes
L	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes
M	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes

Conversion Chart: The percentage of students’ whose progress meets expectations.

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	84-85%	82-83%	79-81%	76-78%	73-75%	70-72%	66-69%	61-65%	55-60%	53-54%	51-52%	46-50%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

3rd Grade ELA – Student Learning Objective (SLO) – District Adopted Expectations

Based on historical data, the district has set a minimum rigor expectation of growth of a level 3 or higher on the grade 3 New York State ELA Assessment.

% of students achieving a 3 or 4 on NYS ELA Test	100-50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30-0
HEDI Scoring	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	Highly Effective			Effective									Developing				Ineffective				

3rd Grade Math – Student Learning Objective (SLO) – District Adopted Expectations

Based on historical data, the district has set a minimum rigor expectation of growth of a level 3 or higher on the grade 3 New York State Math Assessment.

% of students achieving a 3 or 4 on NYS Math Test	100-60	59	58	57	56	55	54	53	52	51	50	49	48	47	46	45	44	43	42	41	40-0
HEDI Scoring	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	Highly Effective			Effective									Developing				Ineffective				

Math – Grades K through 2nd; Science Grade 7; Social Studies Grade 9 (Global I); ELA Grades 9 and 10; and any other course in task 2.10.

District has set banded individual student growth measures. HEDI measures are based on individual growth targets as determined by pre- assessment data.							
Performance Level	End 1: Post-assessment score is at least 60	End 2: Post-assessment score is at least 65	End 3: Post-assessment score is at least 70	End 4: Post-assessment score is at least 75	End 5: Post-assessment score is at least 80	End 6: Post-assessment score is at least 85	End 7: Post-assessment score is at least 90
Start 1: Pre-assessment score is 0-29	Yes						
Start 2: Pre-assessment score is 30-39	No	Yes	Yes	Yes	Yes	Yes	Yes
Start 3: Pre-assessment score is 40-49	No	No	Yes	Yes	Yes	Yes	Yes
Start 4: Pre-assessment score is 50-59	No	No	No	Yes	Yes	Yes	Yes
Start 5: Pre-assessment score is 60-69	No	No	No	No	Yes	Yes	Yes
Start 6: Pre-assessment score is 70-79	No	No	No	No	No	Yes	Yes
Start 7: Pre-assessment score is 80 or higher	No	No	No	No	No	No	Yes

Conversion Chart: The percentage of students' whose progress meets expectations.																				
Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	84-85%	82-83%	79-81%	76-78%	73-75%	70-72%	66-69%	61-65%	55-60%	53-54%	51-52%	46-50%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

Algebra I

Performance Level	End 1: 1 st Quartile Post-assessment score is 0-25	End 2: 2 nd Quartile Post-assessment score is 26-50	End 3: 3 rd Quartile Post- assessment score is 51-75	End 4: 4 th Quartile Post-assessment score is 76-100
Start 1 st Quartile: Pre- assessment score is 0-25	No	Yes	Yes	Yes
Start 2 nd Quartile: Pre- assessment score is 26-50	No	No	Yes	Yes
Start 3 rd Quartile: Pre- assessment score is 51-75	No	No	Yes	Yes
Start 4 th Quartile: Pre- assessment score is 76-100	No	No	Yes	Yes

Conversion Chart: The percentage of students' whose progress meets expectations.																				
Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	84-85%	82-83%	79-81%	76-78%	73-75%	70-72%	66-69%	61-65%	55-60%	53-54%	51-52%	46-50%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

Science 8, Global 2, American History, Living Environment, Earth Science, Chemistry, Physics, Geometry, Algebra 2, and Grade 11 ELA

The courses indicated above with use the chart below. HEDI scores are determined by the percentage of students who meet the class-wide target based on historical data from previous assessments.

20 Point Scale

Conversion Chart: The percentage of students' whose progress meets expectations.																				
Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	84-85%	82-83%	79-81%	76-78%	73-75%	70-72%	66-69%	61-65%	55-60%	53-54%	51-52%	46-50%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

25 point to 20 point HEDI Conversion Chart for Social Studies Teachers 6-8 if the Humanities Model is no longer utilized.																									
	Highly Effective			Effective									Developing					Ineffective							
20 point conversion	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0				
25 point conversion	25	24	23	22	21	20	19	18	17	16	15	14	13	12	10	9	8	7	6	5	4	3	2	1	0

Reading Level Conversion

Lexile Level	DRA Level	Fountas and Pinnell	Grade Level Equivalent	AR Level		Lexile Level	DRA Level	Fountas and Pinnell	Grade Level Equivalent	AR Level
25	A-1	A	1.1	K		700	40	Q	4.1	4.0
50	2	B	1.1	K.5		725	40	Q	4.5	4.0
75	3-4	C	1.2	1.0		750	40	R	4.5	4.3
100	6	D	1.2	1.1		775	40	R	4.7	4.3
125	8	E	1.3	1.2		800	40	S	5.0	4.6
150	8	E	1.3	1.2		825	40	S	5.2	4.6
175	10	F	1.4	1.4		850	50	T	5.5	4.8
200	12	G	1.5	1.5		875	50	T	5.8	4.8
225	14	H	1.6	1.7		900	50	U	6.0	5.0
250	14	H	1.6	1.7		925	50	U	6.4	5.0
275	16	I	1.7	1.8		950	50	V	6.7	5.3
300	18	J	1.8	2.0		975	50	V	7.0	5.3
325	18	J	1.9	2.0		1000	60	W	7.4	5.6
350	20	K	2.0	2.3		1025	60	W	7.8	5.6
375	20	K	2.1	2.3			60	X		6.0
400	24	L	2.2	2.6		1050	70	Y	8.2	6.5
425	24	L	2.3	2.6		1075	70	Y	8.6	6.5
450	28	M	2.5	2.9		1100	80	Z	9.0	7.0
475	28	M	2.6	2.9		1125			9.5	7.0
500	30	N	2.7	3.0		1150			10.0	7.3
525	30	N	3.2	3.0		1175			10.5	7.3
550	30	N	3.0	3.0		1200			11.0	7.6
575	30	N	3.2	3.0		1225			11.6	7.6
600	34	O	3.3	3.3		1250			12.2	7.6
625	34	O	3.5	3.3		1275			12.8	7.6
650	38	P	3.7	3.6		1300			13.5	8+
675	38	P	3.9	3.6						

NWEA MAP Assessment VARC Conversion Charts

The following chart represents a value added score that will be generated by NWEA and result in a growth score (“GS”) + or – from) as an indicator of a year’s worth of growth.

The chart below is a 20 point conversion.

Ineffective		Developing		Effective		Highly Effective	
Conditional Growth Index (CGI)	Points						
$-2.3 \leq GS < -2.1$	2	$-1.1 \leq GS < -0.9$	8	$0.7 \leq GS < 0.9$	17	$GS \geq 1.3$	20
$-2.5 \leq GS < -2.3$	1	$-1.3 \leq GS < -1.1$	7	$0.5 \leq GS < 0.7$	16	$1.1 \leq GS < 1.3$	19
$GS < -2.5$	0	$-1.5 \leq GS < -1.3$	6	$0.3 \leq GS < 0.5$	15	$0.9 \leq GS < 1.1$	18
		$-1.7 \leq GS < -1.5$	5	$0.1 \leq GS < 0.3$	14		
		$-1.9 \leq GS < -1.7$	4	$-0.1 \leq GS < 0.1$	13		
		$-2.1 \leq GS < -1.9$	3	$-0.3 \leq GS < -0.1$	12		
				$-0.5 \leq GS < -0.3$	11		
				$-0.7 \leq GS < -0.5$	10		
				$-0.9 \leq GS < -0.7$	9		

The chart below is a 15 point conversion. (NWEA VARC Data)

Ineffective		Developing		Effective		Highly Effective	
Conditional Growth Index (CGI)	Points						
$-2.7 \leq GS < -2.4$	2	$-1.2 \leq GS < -0.9$	7	$0.6 \leq GS < 0.9$	13	$GS \geq 1.2$	15
$-3.0 \leq GS < -2.7$	1	$-1.5 \leq GS < -1.2$	6	$0.3 \leq GS < 0.6$	12	$0.9 \leq GS < 1.2$	14
$GS < -3.0$	0	$-1.8 \leq GS < -1.5$	5	$0.0 \leq GS < 0.3$	11		
		$-2.1 \leq GS < -1.8$	4	$-0.3 \leq GS < 0.0$	10		
		$-2.4 \leq GS < -2.1$	3	$-0.6 \leq GS < -0.3$	9		
				$-0.9 \leq GS < -0.6$	8		

AIMSWEB Assessment Conversion Charts

The following chart represents a value added score that will be generated by AIMSWEB and result in student growth percentile.

Ineffective		Developing		Effective		Highly Effective	
Student Growth Percentile	Points						
27-24	2	51-48	8	87-84	17	99-96	20
23-20	1	47-44	7	83-80	16	95-92	19
19-1	0	43-40	6	79-76	15	91-88	18
		39-36	5	75-72	14		
		35-32	4	71-68	13		
		31-28	3	67-64	12		
				63-60	11		
				59-56	10		
				55-52	9		

NWEA MAP Assessment VARC Conversion Charts

The following chart represents a value added score that will be generated by NWEA and result in a growth score (“GS”) + or – from) as an indicator of a year’s worth of growth.

The chart below is a 20 point conversion.

Ineffective		Developing		Effective		Highly Effective	
Conditional Growth Index (CGI)	Points						
$-2.3 \leq GS < -2.1$	2	$-1.1 \leq GS < -0.9$	8	$0.7 \leq GS < 0.9$	17	$GS \geq 1.3$	20
$-2.5 \leq GS < -2.3$	1	$-1.3 \leq GS < -1.1$	7	$0.5 \leq GS < 0.7$	16	$1.1 \leq GS < 1.3$	19
$GS < -2.5$	0	$-1.5 \leq GS < -1.3$	6	$0.3 \leq GS < 0.5$	15	$0.9 \leq GS < 1.1$	18
		$-1.7 \leq GS < -1.5$	5	$0.1 \leq GS < 0.3$	14		
		$-1.9 \leq GS < -1.7$	4	$-0.1 \leq GS < 0.1$	13		
		$-2.1 \leq GS < -1.9$	3	$-0.3 \leq GS < -0.1$	12		
				$-0.5 \leq GS < -0.3$	11		
				$-0.7 \leq GS < -0.5$	10		
				$-0.9 \leq GS < -0.7$	9		

The chart below is a 15 point conversion. (NWEA VARC Data)

Ineffective		Developing		Effective		Highly Effective	
Conditional Growth Index (CGI)	Points						
$-2.7 \leq GS < -2.4$	2	$-1.2 \leq GS < -0.9$	7	$0.6 \leq GS < 0.9$	13	$GS \geq 1.2$	15
$-3.0 \leq GS < -2.7$	1	$-1.5 \leq GS < -1.2$	6	$0.3 \leq GS < 0.6$	12	$0.9 \leq GS < 1.2$	14
$GS < -3.0$	0	$-1.8 \leq GS < -1.5$	5	$0.0 \leq GS < 0.3$	11		
		$-2.1 \leq GS < -1.8$	4	$-0.3 \leq GS < 0.0$	10		
		$-2.4 \leq GS < -2.1$	3	$-0.6 \leq GS < -0.3$	9		
				$-0.9 \leq GS < -0.6$	8		

American History, Physics, ELA Grade 11, Business Education, LOTE, Physical Education, Music, Art, and any other courses in task 3.12.

Student progress will be measured by banded individual student growth targets as determined by pre-assessment data.							
Performance Level	End 1: Post-assessment score is at least 60	End 2: Post-assessment score is at least 65	End 3: Post-assessment score is at least 70	End 4: Post-assessment score is at least 75	End 5: Post-assessment score is at least 80	End 6: Post-assessment score is at least 85	End 7: Post-assessment score is at least 90
Start 1: Pre-assessment score is 0-29	Yes						
Start 2: Pre-assessment score is 30-39	No	Yes	Yes	Yes	Yes	Yes	Yes
Start 3: Pre-assessment score is 40-49	No	No	Yes	Yes	Yes	Yes	Yes
Start 4: Pre-assessment score is 50-59	No	No	No	Yes	Yes	Yes	Yes
Start 5: Pre-assessment score is 60-69	No	No	No	No	Yes	Yes	Yes
Start 6: Pre-assessment score is 70-79	No	No	No	No	No	Yes	Yes
Start 7: Pre-assessment score is 80 or higher	No	No	No	No	No	No	Yes

Conversion Chart: The percentage of students' whose progress meets expectations.																				
Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	84-85%	82-83%	79-81%	76-78%	73-75%	70-72%	66-69%	61-65%	55-60%	53-54%	51-52%	46-50%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

Other Measures of Effectiveness

Points will be awarded for this section based on the Danielson Rubric, formal, and informal observations submitted to the building principals. Data collected throughout the year will be recorded using the document below.

Unit Member Summative Evaluation

Year: _____

Name: _____ Teaching Assignment: _____

Evaluator: _____ Date: _____

SECTION I: RUBRIC

	1	2	3	4
Content Knowledge <i>The teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum.</i>	Ineffective	Developing	Effective	Highly Effective
a. Demonstrating Knowledge of Content and Pedagogy				
b. Growing and Developing Professionally				
Evidence:	Score: _____			
Preparation: <i>The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.</i>	Ineffective	Developing	Effective	Highly Effective
a. Setting Instructional Outcomes				
b. Demonstrating Knowledge of Resources				
c. Designing Coherent Instruction				
Evidence:	Score: _____			
Instructional Delivery: <i>The teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/ student interaction and meaningful lesson plans resulting in student learning.</i>	Ineffective	Developing	Effective	Highly Effective
a. Communicating with Students				
b. Using Questioning and Discussion Techniques				
c. Engaging Students in Learning				
d. Using Assessment in Instruction				
Evidence:	Score: _____			

<p>Classroom Management: <i>The teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning.</i></p>	Ineffective	Developing	Effective	Highly Effective
a. Creating an Environment of Respect and Rapport				
b. Establishing a Culture for Learning				
c. Managing Classroom Procedures				
d. Managing Student Behavior				
e. Organizing Physical Space				
Evidence:	Score:			
<p>Student Development: <i>The teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.</i></p>	Ineffective	Developing	Effective	Highly Effective
a. Demonstrating Knowledge of Students				
Evidence:	Score:			
<p>Student Assessment: <i>The teacher shall demonstrate that he/she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school- developed assessments, teacher-developed assessments, etc.); and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning when providing instruction.</i></p>	Ineffective	Developing	Effective	Highly Effective
a. Designing Student Assessments				
b. Using Assessment in Instruction				
c. Maintaining Accurate Records				
Evidence:	Score:			
<p>Collaboration: <i>The teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents, or caregivers, as needed and appropriate support personnel to meet the learning needs of students.</i></p>	Ineffective	Developing	Effective	Highly Effective
a. Communicating with Families				
b. Participating in a Professional Community				
c. Showing Professionalism				
Evidence:	Score:			

Reflective and Responsive Practice: <i>The teacher shall demonstrate that practice is reviewed; effectively assessed and appropriate adjustments are made on a continuing basis.</i>	Ineffective	Developing	Effective	Highly Effective
a. Reflecting on Teaching				
b. Demonstrating flexibility and responsiveness				
Evidence:	Score:			

Each standard receives a score between 1 and 4. All eight scores are totaled and divided by 8.

Assessment of Teacher Effectiveness Standards	Observation and Evidence Score
Content Knowledge	
Preparation	
Instructional Delivery	
Classroom Management	
Student Development	
Student Assessment	
Collaboration	
Reflective and Responsive Practice	
Total Score	
Total Score/8	
Conversion Score (Refer to Appendix J)	

Teacher Signature: _____ Date: _____
 Evaluator Signature: _____ Date: _____

Rubric Score to Sub-Component Conversion Chart

Ineffective 0-49		Developing 50-56		Effective 57-58		Highly Effective 59-60	
Total Average Rubric Score	Conversion Score for Composite	Total Average Rubric Score	Conversion Score for Composite	Total Average Rubric Score	Conversion Score for Composite	Total Average Rubric Score	Conversion Score for Composite
1.000	0	1.5	50	2.5	57	3.5	59
1.008	1	1.6	50.7	2.6	57.2	3.6	59.3
1.017	2	1.7	51.4	2.7	57.4	3.7	59.5
1.025	3	1.8	52.1	2.8	57.6	3.8	59.8
1.033	4	1.9	52.8	2.9	57.8	3.9	60
1.042	5	2	53.5	3	58	4	60.25 (round to 60)
1.050	6	2.1	54.2	3.1	58.2		
1.058	7	2.2	54.9	3.2	58.4		
1.067	8	2.3	55.6	3.3	58.6		
1.075	9	2.4	56.3	3.4	58.8		
1.083	10						
1.092	11						
1.100	12						
1.108	13						
1.115	14						
1.123	15						
1.131	16						
1.138	17						
1.146	18						
1.154	19						
1.162	20						
1.169	21						
1.177	22						
1.185	23						
1.192	24						
1.200	25						
1.208	26						
1.217	27						
1.225	28						
1.233	29						
1.242	30						
1.250	31						
1.258	32						
1.267	33						
1.275	34						
1.283	35						
1.292	36						
1.300	37						
1.308	38						
1.317	39						
1.325	40						
1.333	41						
1.342	42						
1.350	43						
1.358	44						
1.367	45						
1.375	46						
1.383	47						
1.392	48						
1.400	49						

Teacher Improvement Plan:

The Teacher Improvement Plan (TIP) is designed to provide support through communication, discussion and collaboration in the area (s) of significant concern. The administrator and unit member will jointly determine the strategies to be taken to overcome the deficiencies, but it is agreed that the primary responsibility for correction of the deficiencies remains with the unit member. The administrator and unit member will agree on a mutual time-line to improve any noted deficiencies.

The purpose of the TIP is to:

- improve a unit member's performance;
- provide targeted, intensive assistance process;
- provide additional support; which may include professional development and release time to observe other teachers or other professionals;
- provide information to determine tenure

Referral to TIP:

1. The APPR is to be a significant factor for termination and tenure determinations. In the event that an evaluator is concerned with the competence of a unit member, it is agreed that the unit member will be invited to a conference with the evaluator, appropriate administrator (if different from the evaluator), and the Association President or his/her designee as early in the school year as reasonable. The conference will result in an intervention and TIP being developed.

The administrator will recommend a unit member for a TIP component at any time during the year or when the concerns are such that an overall composite score of *ineffective* or *developing* score is calculated on the *End of the Year Summative Evaluation*. *TIPs as a result of an ineffective or developing rating on the APPR must be completed and initiated no later than 10 days after the beginning of the school year.*

Nothing herein relieves the District of its obligations under the New York State Education Law Sections 3012(2) and 3031.

2. The administrator will notify the unit member in writing describing the areas of concern as they relate to the member's proficiency in demonstrating the APPR standards as outlined in the Professional Growth Program. A copy will be provided to the unit member, Superintendent and SVETA President.
3. The administrator and unit member will meet to address the concerns, complete TIP worksheet and begin implementation.
4. The unit member will participate in a year end summative review. The member must obtain at least an effective rating on the composite score. If an overall composite score is not at the *effective* or *highly effective* rating, the member will continue to have a TIP for the following year.
5. The member must satisfactorily complete the action steps and demonstrate he/she has successfully met the criteria outlined in the TIP.

Teacher Improvement Plan
(To be completed jointly by teacher and administrator)

Name _____ Building _____ Grade/Subject _____

Area of Concern	Action Steps (Provide detailed description- with measurable/attainable goals, including a description of the support and assistance provided)	Frequency (timeline for improvement)	Action Steps Completed	
			Yes	No

Member Comments:

Administrator Comments:

Member Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

End of the year review: (check all that apply)

- _____ Member has successfully met criteria outlined in the TIP.
- _____ Member has not successfully met criteria outlined in the TIP.
- _____ Member has received a composite score of effective or better
- _____ Member has not received a composite score of effective or better.

Member Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Kindergarten ELA – Student Learning Objective (SLO) – District Adopted Expectations

The principal, in collaboration with the superintendent will set individual student growth targets based on pre-assessments regarding the following categories: Letter Identification, Letter-Sound, Letter-Word and the number of Kindergarten sight words the student is able to identify.

The principal’s final rating is determined by the average combined percentage of students meeting their targets from each of the four categories. For example: If the 73% of the students meet their letter identification target, and 93% of the students meet their letter sound target, and 57% of the students meet their letter-word target, and 80% of the students meet their sight word target, the overall principal’s HEDI rating would be 14.

Conversion Chart: The percentage of students’ whose progress meets expectations.

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	84-85%	82-83%	79-81%	76-78%	73-75%	70-72%	66-69%	61-65%	55-60%	53-54%	51-52%	46-50%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

1st Grade ELA – Student Learning Objective (SLO) – District Adopted Expectations

A corresponding Reading Level Conversion Chart is also enclosed for further information regarding Fountas and Pinnell conversions to Lexile levels for reference. Students are given a pre-assessment to determine the starting Fountas and Pinnell reading level. At the end of the year, students again take the same assessment to determine the amount of growth. Using the chart below, the percentage of students who meet individual growth targets in a principal’s building determines the corresponding HEDI rating.

What Student Progress Meets Expectations

Performance Level	End 1: Reading at Fountas/Pinnell level B	End 2: Reading at Fountas/Pinnell level C	End 3: Reading at Fountas/Pinnell level H/I	End 4: Reading at Fountas/Pinnell level M	End 5: Reading at Fountas/Pinnell level P/Q
Start 1: Reading at Fountas/Pinnell level AA	No	Yes	Yes	Yes	Yes
Start 2: Reading at Fountas/Pinnell level C	No	No	Yes	Yes	Yes
Start 3: Reading at Fountas/Pinnell level H/I	No	No	No	Yes	Yes
Start 4: Reading at Fountas/Pinnell level M	No	No	No	No	Yes

Conversion Chart: The percentage of students’ whose progress meets expectations.

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	84-85%	82-83%	79-81%	76-78%	73-75%	70-72%	66-69%	61-65%	55-60%	53-54%	51-52%	46-50%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

2ND Grade ELA– Student Learning Objective (SLO) – District Adopted Expectations

A corresponding Reading Level Conversion Chart is also enclosed for further information regarding DRA conversions to Lexile levels for reference. Students are given a pre-assessment to determine the starting DRA reading level. At the end of the year, students again take the same DRA to determine the amount of growth. The percentage of students who meet individual growth targets in a principal’s building determines the corresponding HEDI rating.

Starting Fountas/Pinnell DRA Level	Ending Fountas/Pinnell Level													
	B	C	D	E	F	G	H	I	J	K	L	M	N	O
B	No	No	No	No	Yes									
C	No	No	No	No	No	No	Yes							
D	No	No	No	No	No	No	No	Yes						
E	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes
F	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes
G	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes
H	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes
I	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes
J	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes
K	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes
L	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes
M	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes

Conversion Chart: The percentage of students’ whose progress meets expectations.

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	84-85%	82-83%	79-81%	76-78%	73-75%	70-72%	66-69%	61-65%	55-60%	53-54%	51-52%	46-50%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

3rd Grade ELA – Student Learning Objective (SLO) – District Adopted Expectations

Based on historical data, the district has set a minimum rigor expectation of growth of a level 3 or higher on the grade 3 New York State ELA Assessment.

% of students achieving a 3 or 4 on NYS ELA Test	100- 50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30- 0
HEDI Scoring	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	Highly Effective			Effective									Developing				Ineffective				

3rd Grade Math – Student Learning Objective (SLO) – District Adopted Expectations

Based on historical data, the district has set a minimum rigor expectation of growth of a level 3 or higher on the grade 3 New York State Math Assessment.

% of students achieving a 3 or 4 on NYS Math Test	100- 60	59	58	57	56	55	54	53	52	51	50	49	48	47	46	45	44	43	42	41	40- 0
HEDI Scoring	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	Highly Effective			Effective									Developing				Ineffective				

Math – Grades K through 2nd

District has set banded individual student growth measures. HEDI measures are based on individual growth targets as determined by pre- assessment data.							
Performance Level	End 1: Post-assessment score is at least 60	End 2: Post-assessment score is at least 65	End 3: Post-assessment score is at least 70	End 4: Post-assessment score is at least 75	End 5: Post assessment score is at least 80	End 6: Post assessment score is at least 85	End 7: Post-assessment score is at least 90
Start 1: Pre-assessment score is 0-29	Yes						
Start 2: Pre-assessment score is 30-39	No	Yes	Yes	Yes	Yes	Yes	Yes
Start 3: Pre-assessment score is 40-49	No	No	Yes	Yes	Yes	Yes	Yes
Start 4: Pre-assessment score is 50-59	No	No	No	Yes	Yes	Yes	Yes
Start 5: Pre-assessment score is 60-69	No	No	No	No	Yes	Yes	Yes
Start 6: Pre-assessment score is 70-79	No	No	No	No	No	Yes	Yes
Start 7: Pre-assessment score is 80 or higher	No	No	No	No	No	No	Yes

Conversion Chart: The percentage of students' whose progress meets expectations.																				
Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	84-85%	82-83%	79-81%	76-78%	73-75%	70-72%	66-69%	61-65%	55-60%	53-54%	51-52%	46-50%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

Reading Level Conversion

Lexile Level	DRA Level	Fountas and Pinnell	Grade Level Equivalent	AR Level		Lexile Level	DRA Level	Fountas and Pinnell	Grade Level Equivalent	AR Level
25	A-1	A	1.1	K		700	40	Q	4.1	4.0
50	2	B	1.1	K.5		725	40	Q	4.5	4.0
75	3-4	C	1.2	1.0		750	40	R	4.5	4.3
100	6	D	1.2	1.1		775	40	R	4.7	4.3
125	8	E	1.3	1.2		800	40	S	5.0	4.6
150	8	E	1.3	1.2		825	40	S	5.2	4.6
175	10	F	1.4	1.4		850	50	T	5.5	4.8
200	12	G	1.5	1.5		875	50	T	5.8	4.8
225	14	H	1.6	1.7		900	50	U	6.0	5.0
250	14	H	1.6	1.7		925	50	U	6.4	5.0
275	16	I	1.7	1.8		950	50	V	6.7	5.3
300	18	J	1.8	2.0		975	50	V	7.0	5.3
325	18	J	1.9	2.0		1000	60	W	7.4	5.6
350	20	K	2.0	2.3		1025	60	W	7.8	5.6
375	20	K	2.1	2.3			60	X		6.0
400	24	L	2.2	2.6		1050	70	Y	8.2	6.5
425	24	L	2.3	2.6		1075	70	Y	8.6	6.5
450	28	M	2.5	2.9		1100	80	Z	9.0	7.0
475	28	M	2.6	2.9		1125			9.5	7.0
500	30	N	2.7	3.0		1150			10.0	7.3
525	30	N	3.2	3.0		1175			10.5	7.3
550	30	N	3.0	3.0		1200			11.0	7.6
575	30	N	3.2	3.0		1225			11.6	7.6
600	34	O	3.3	3.3		1250			12.2	7.6
625	34	O	3.5	3.3		1275			12.8	7.6
650	38	P	3.7	3.6		1300			13.5	8+
675	38	P	3.9	3.6						

NWEA MAP Assessment VARC Conversion Charts

The following chart represents a value added score that will be generated by NWEA and result in a growth score (“GS”) + or – from) as an indicator of a year’s worth of growth.

Ineffective		Developing		Effective		Highly Effective	
Conditional Growth Index (CGI)	Points						
$-2.3 \leq GS < -2.1$	2	$-1.1 \leq GS < -0.9$	8	$0.7 \leq GS < 0.9$	17	$GS \geq 1.3$	20
$-2.5 \leq GS < -2.3$	1	$-1.3 \leq GS < -1.1$	7	$0.5 \leq GS < 0.7$	16	$1.1 \leq GS < 1.3$	19
$GS < -2.5$	0	$-1.5 \leq GS < -1.3$	6	$0.3 \leq GS < 0.5$	15	$0.9 \leq GS < 1.1$	18
		$-1.7 \leq GS < -1.5$	5	$0.1 \leq GS < 0.3$	14		
		$-1.9 \leq GS < -1.7$	4	$-0.1 \leq GS < 0.1$	13		
		$-2.1 \leq GS < -1.9$	3	$-0.3 \leq GS < -0.1$	12		
				$-0.5 \leq GS < -0.3$	11		
				$-0.7 \leq GS < -0.5$	10		
				$-0.9 \leq GS < -0.7$	9		

The chart below is a 15 point conversion. (NWEA VARC Data)

Ineffective		Developing		Effective		Highly Effective	
Conditional Growth Index (CGI)	Points						
$-2.7 \leq GS < -2.4$	2	$-1.2 \leq GS < -0.9$	7	$0.6 \leq GS < 0.9$	13	$GS \geq 1.2$	15
$-3.0 \leq GS < -2.7$	1	$-1.5 \leq GS < -1.2$	6	$0.3 \leq GS < 0.6$	12	$0.9 \leq GS < 1.2$	14
$GS < -3.0$	0	$-1.8 \leq GS < -1.5$	5	$0.0 \leq GS < 0.3$	11		
		$-2.1 \leq GS < -1.8$	4	$-0.3 \leq GS < 0.0$	10		
		$-2.4 \leq GS < -2.1$	3	$-0.6 \leq GS < -0.3$	9		
				$-0.9 \leq GS < -0.6$	8		

AIMSWEB Assessment Conversion Charts

The following chart represents a value added score that will be generated by AIMSWEB and result in student growth percentile.

Ineffective		Developing		Effective		Highly Effective	
Student Growth Percentile	Points						
27-24	2	51-48	8	87-84	17	99-96	20
23-20	1	47-44	7	83-80	16	95-92	19
19-1	0	43-40	6	79-76	15	91-88	18
		39-36	5	75-72	14		
		35-32	4	71-68	13		
		31-28	3	67-64	12		
				63-60	11		
				59-56	10		
				55-52	9		

NWEA MAP Assessment VARC Conversion Charts

The following chart represents a value added score that will be generated by NWEA and result in a growth score (“GS”) + or – from) as an indicator of a year’s worth of growth.

The chart below is a 20 point conversion.

Ineffective		Developing		Effective		Highly Effective	
Conditional Growth Index (CGI)	Points						
$-2.3 \leq GS < -2.1$	2	$-1.1 \leq GS < -0.9$	8	$0.7 \leq GS < 0.9$	17	$GS \geq 1.3$	20
$-2.5 \leq GS < -2.3$	1	$-1.3 \leq GS < -1.1$	7	$0.5 \leq GS < 0.7$	16	$1.1 \leq GS < 1.3$	19
$GS < -2.5$	0	$-1.5 \leq GS < -1.3$	6	$0.3 \leq GS < 0.5$	15	$0.9 \leq GS < 1.1$	18
		$-1.7 \leq GS < -1.5$	5	$0.1 \leq GS < 0.3$	14		
		$-1.9 \leq GS < -1.7$	4	$-0.1 \leq GS < 0.1$	13		
		$-2.1 \leq GS < -1.9$	3	$-0.3 \leq GS < -0.1$	12		
				$-0.5 \leq GS < -0.3$	11		
				$-0.7 \leq GS < -0.5$	10		
				$-0.9 \leq GS < -0.7$	9		

Principal Conversion Chart

Rubric Score to Sub-Component Conversion Chart

Ineffective 0-49		Developing 50-56		Effective 57-58		Highly Effective 59-60	
Total Average Rubric Score	Conversion Score for Composite						
1.000	0	1.5	50	2.5	57	3.5	59
1.008	1	1.6	50.7	2.6	57.2	3.6	59.3
1.017	2	1.7	51.4	2.7	57.4	3.7	59.5
1.025	3	1.8	52.1	2.8	57.6	3.8	59.8
1.033	4	1.9	52.8	2.9	57.8	3.9	60
1.042	5	2	53.5	3	58	4	60.25 (round to 60)
1.050	6	2.1	54.2	3.1	58.2		
1.058	7	2.2	54.9	3.2	58.4		
1.067	8	2.3	55.6	3.3	58.6		
1.075	9	2.4	56.3	3.4	58.8		
1.083	10						
1.092	11						
1.100	12						
1.108	13						
1.115	14						
1.123	15						
1.131	16						
1.138	17						
1.146	18						
1.154	19						
1.162	20						
1.169	21						
1.177	22						
1.185	23						
1.192	24						
1.200	25						
1.208	26						
1.217	27						
1.225	28						
1.233	29						
1.242	30						
1.250	31						
1.258	32						
1.267	33						
1.275	34						
1.283	35						
1.292	36						
1.300	37						
1.308	38						
1.317	39						
1.325	40						
1.333	41						
1.342	42						
1.350	43						
1.358	44						
1.367	45						
1.375	46						
1.383	47						
1.392	48						
1.400	49						

Principal Improvement Plan:

The Principal Improvement Plan (PIP) is designed to provide support through communication, discussion and collaboration in the area (s) of significant concern. The Superintendent and administrator will jointly determine the strategies to be taken to overcome the deficiencies, but it is agreed that the primary responsibility for correction of the deficiencies remains with the administrator. The Superintendent and administrator will agree on a mutual time-line to improve any noted deficiencies.

The purpose of the PIP is to:

- improve performance;
- provide targeted, intensive assistance process;
- provide additional support; which may include professional development
- provide information to determine tenure

Referral to PIP:

1. It is agreed that a PIP be developed as early in the school year as reasonable. However, an administrator can be recommended for a PIP component at any time during the year or when the concerns are such that an overall composite score of *ineffective* or *developing score* is calculated on the *Principal Summative Evaluation*. *PIPs as a result of an ineffective or developing rating on the APPR must be completed and initiated no later than 10 days after the beginning of the school year.*
2. The Superintendent will notify the administrator in writing describing the areas of concern as they relate to proficiency in demonstrating performance levels as outlined in the Multidimensional Principal Performance Rubric.
3. The Superintendent and administrator will meet to address the concerns, complete PIP worksheet and begin implementation.
4. The administrator will participate in a year end summative review. The administrator must obtain at least an effective rating on the composite score. If an overall composite score is not at the *effective* or *highly effective* rating, the administrator will continue to have a PIP for the following year.

The administrator must satisfactorily complete the action steps and demonstrate he/she has successfully met the criteria outlined in the PIP.

Principal Improvement Plan
(To be completed jointly by principal and superintendent)

Name _____ Building _____

Area of Concern	Action Steps (Provide detailed description- with measurable/attainable goals, including a description of the support and assistance provided)	Frequency (timeline for improvement)	Action Steps Completed	
			Yes	No

Principal Comments:

Superintendent Comments:

Principal Signature: _____ Date: _____

Superintendent Signature: _____ Date: _____

End of the year review: (check all that apply)

- _____ Principal has successfully met criteria outlined in the PIP.
 _____ Principal has not successfully met criteria outlined in the PIP.
 _____ Principal has received a composite score of effective or better
 _____ Principal has not received a composite score of effective or better.

Principal Signature: _____ Date: _____

Superintendent Signature: _____ Date: _____

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

6/17/2014

Joseph Moya

Teachers Union President Signature: Date:

Mary Strong 6/17/2014

Mary Strong

Administrative Union President Signature: Date:

Melissa Jewell 6/17/2014

Melissa Jewell

Board of Education President Signature: Date:

Jamul Al... 6/17/14

Jamul Al...