



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

Commissioner of Education
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August 22, 2013

Revised

Rex A. Germer, Superintendent
Town of Webb Union Free School District
3002 State Route 28
P.O. Box 38
Old Forge, NY 13420

Dear Superintendent Germer:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

John B. King, Jr.
Commissioner

Attachment

c: Jack D. Boak

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, August 21, 2012

Updated Thursday, July 18, 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 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 : 211901020000

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

211901020000

1.2) School District Name: TOWN OF WEBB UFSD

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

TOWN OF WEBB UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Submission of material changes to an approved APPR plan

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

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

Annual (2012-13)

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

Created Tuesday, August 21, 2012

Updated Thursday, August 22, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	JLHHOB/TOWUFSD Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	JLHHOB/TOWUFSD Developed First Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	JLHHOB/TOWUFSD Second 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Each teacher and their supervisor will together examine the collective data from the pre tests administered to each of their
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	students. They will set individual growth targets for their students based on the initial data collected. Post tests will be administered prior to the end of the term. Student data from the post tests will be used to determine the percentage of students meeting or exceeding their pre determined goals as previously stated in their SLO. The supervisor will use the post data percentages to determine the HEDI rating and number of points the teacher will receive. Individual conversion charts will be negotiated between the Principal and Teacher to determine scoring bands for each SLO. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 18-20. Individual scoring charts are attached. Common rounding procedures apply.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 9-17. Individual scoring charts are attached. Common rounding procedures apply.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 3-8. Individual scoring charts are attached. Common rounding procedures apply.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 0-2. Individual scoring charts are attached. Common rounding procedures apply.

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	JLHHOB/TOWUFSD Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	JLHHOB/TOWUFSD Developed First Grade Math Assessment
2	District, regional, or BOCES-developed assessment	JLHHOB/TOWUFSD Developed Second 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 student performance.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Each teacher and their supervisor will together examine the collective data from the pre tests administered to each of their students. They will set individual growth targets for their students based on the initial data collected. Post tests will be administered prior to the end of the term. Student data from the post tests will be used to determine the percentage of students meeting or exceeding their pre determined goals as previously stated in their SLO. The supervisor will use the post data percentages to determine the HEDI rating and number of points the teacher will receive. Individual conversion charts will be negotiated between the Principal and Teacher to determine scoring bands for each SLO. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 18-20. Individual scoring charts are attached. Common rounding procedures apply.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 9-17. Individual scoring charts are attached. Common rounding procedures apply.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 3-8. Individual scoring charts are attached. Common rounding procedures apply.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 0-2. Individual scoring charts are attached. Common rounding procedures apply.</p>

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	JLHHOB/TOWUFSD Developed Sixth Grade Science Assessment
7	District, regional or BOCES-developed assessment	JLHHOB/TOWUFSD Developed Seventh 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 student performance.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Each teacher and their supervisor will together examine the collective data from the pre tests administered to each of their students. They will set individual growth targets for their students based on the initial data collected. Post tests will be administered prior to the end of the term. Student data from the post tests will be used to determine the percentage of students meeting or exceeding their pre determined goals as previously stated in their SLO. The supervisor will use the post data percentages to determine the HEDI rating and number of points the teacher will receive. Individual conversion charts will be negotiated between the Principal and Teacher to determine scoring bands for each SLO. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 18-20. Individual scoring charts are attached. Common rounding procedures apply.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 9-17. Individual scoring charts are attached. Common rounding procedures apply.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 3-8. Individual scoring charts are attached. Common rounding procedures apply.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 0-2. Individual scoring charts are attached. Common rounding procedures apply.</p>

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	JLHHOB/TOWUFSD Developed Sixth Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	JLHHOB/TOWUFSD Developed Seventh Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	JLHHOB/TOWUFSD Developed Eighth Grade Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the

Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher and their supervisor will together examine the collective data from the pre tests administered to each of their students. They will set individual growth targets for their students based on the initial data collected. Post tests will be administered prior to the end of the term. Student data from the post tests will be used to determine the percentage of students meeting or exceeding their pre determined goals as previously stated in their SLO. The supervisor will use the post data percentages to determine the HEDI rating and number of points the teacher will receive. Individual conversion charts will be negotiated between the Principal and Teacher to determine scoring bands for each SLO. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 18-20. Individual scoring charts are attached. Common rounding procedures apply.
Effective (9 - 17 points) Results meet District goals for similar students.	Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 9-17. Individual scoring charts are attached. Common rounding procedures apply.
Developing (3 - 8 points) Results are below District goals for similar students.	Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 3-8. Individual scoring charts are attached. Common rounding procedures apply.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 0-2. Individual scoring charts are attached. Common rounding procedures apply.

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	JLHHOB/TOWUFSD Developed Global I Social Studies Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Each teacher and their supervisor will together examine the collective data from the pre tests administered to each of their students. They will set individual growth targets for their students based on the initial data collected. Post tests will be administered prior to the end of the term. Student data from the post tests will be used to determine the percentage of students meeting or exceeding their pre determined goals as previously stated in their SLO. The supervisor will use the post data percentages to determine the HEDI rating and number of points the teacher will receive. Individual conversion charts will be negotiated between the Principal and Teacher to determine scoring bands for each SLO. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 18-20. Individual scoring charts are attached. Common rounding procedures apply.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 9-17. Individual scoring charts are attached. Common rounding procedures apply.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 3-8. Individual scoring charts are attached. Common rounding procedures apply.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 0-2. Individual scoring charts are attached. Common rounding procedures apply.</p>

2.7) High School Science Regents Courses

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Each teacher and their supervisor will together examine the collective data from the pre tests administered to each of their students. They will set individual growth targets for their students based on the initial data collected. Post tests will be administered prior to the end of the term. Student data from the post tests will be used to determine the percentage of students meeting or exceeding their pre determined goals as previously stated in their SLO. The supervisor will use the post data percentages to determine the HEDI rating and number of points the teacher will receive. Individual conversion charts will be negotiated between the Principal and Teacher to determine scoring bands for each SLO. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 18-20. Individual scoring charts are attached. Common rounding procedures apply.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 9-17. Individual scoring charts are attached. Common rounding procedures apply.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 3-8. Individual scoring charts are attached. Common rounding procedures apply.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 0-2. Individual scoring charts are attached. Common rounding procedures apply.</p>

2.8) High School Math Regents Courses

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Each teacher and their supervisor will together examine the collective data from the pre tests administered to each of their students. They will set individual growth targets for their students based on the initial data collected. Post tests will be administered prior to the end of the term. Student data from the post tests will be used to determine the percentage of students meeting or exceeding their pre determined goals as previously stated in their SLO. The supervisor will use the post data percentages to determine the HEDI rating and number of points the teacher will receive. Individual conversion charts will be negotiated between the Principal and Teacher to determine scoring bands for each SLO. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 18-20. Individual scoring charts are attached. Common rounding procedures apply.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 9-17. Individual scoring charts are attached. Common rounding procedures apply.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 3-8. Individual scoring charts are attached. Common rounding procedures apply.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 0-2. Individual scoring charts are attached. Common rounding procedures apply.</p>

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	JLHHOB/TOWUFSD Developed Ninth Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	JLHHOB/TOWUFSD Developed Tenth Grade ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Each teacher and their supervisor will together examine the collective data from the pre tests administered to each of their students. They will set individual growth targets for their students based on the initial data collected. Post tests will be administered prior to the end of the term. Student data from the post tests will be used to determine the percentage of students meeting or exceeding their pre determined goals as previously stated in their SLO. The supervisor will use the post data percentages to determine the HEDI rating and number of points the teacher will receive. Individual conversion charts will be negotiated between the Principal and Teacher to determine scoring bands for each SLO. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 18-20. Individual scoring charts are attached. Common rounding procedures apply.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 9-17. Individual scoring charts are attached. Common rounding procedures apply.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 3-8. Individual scoring charts are attached. Common rounding procedures apply.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 0-2. Individual scoring charts are attached. Common rounding procedures apply.</p>

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
High School Health	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed High School Health Assessment
Family and Consumer Science 8	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed Eighth Grade Family and Consumer Science Assessment
Applied Science	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed Applied Science Assessment
Technology 8	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed Eighth Grade Technology Assessment

DDP	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed DDP Assessment
Elementary Health	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed Elementary Health Assessment
Junior Band	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed Junior Band Assessment
Senior Band	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed Senior Band Assessment
Elementary PE	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed Elementary PE Assessment
HS PE	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed High School PE Assessment
Spanish 7	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed Spanish 7 Assessment
English 12	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed English 12 Assessment
Elementary Library	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed Elementary Library Assessment
Financial Math	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed Financial Math Assessment
Elementary Art	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed Elementary Art Assessment
Art 7	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed Art 7 Assessment
Studio Art	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed Studio Art Assessment
Digital Photography	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed Digital Photography Assessment
Drawing and Painting	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed Drawing and Painting Assessment
AP Environmental Science	District, Regional or BOCES-developed	JLHHOB/TOWUFSD Developed AP Environmental Science Assessment

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

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

Each teacher and their supervisor will together examine the collective data from the pre tests administered to each of their students. They will set individual growth targets for their students based on the initial data collected. Post tests will be administered prior to the end of the term. Student data from the post tests will be used to determine the percentage of students meeting or exceeding their pre determined goals as previously stated in their SLO. The supervisor will use the post data percentages to determine the HEDI rating and number of points the teacher will receive. Individual conversion charts will be negotiated between the Principal and Teacher to determine scoring bands for each SLO. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets. All other courses not named above or in the attached

extended listing of "other courses" will be assigned points based on individual TOWUFSD developed course specific assessments.

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

Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 18-20. Individual scoring charts are attached. Common rounding procedures apply.

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

Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 9-17. Individual scoring charts are attached. Common rounding procedures apply.

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

Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 3-8. Individual scoring charts are attached. Common rounding procedures apply.

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

Individually determined scoring bands negotiated between the teacher and the Principal will dictate the percentage of students meeting their goals required to reach each of the points from 0-2. Individual scoring charts are attached. Common rounding procedures apply.

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)

assets/survey-uploads/5364/165519-avH4IQNZMh/All other courses additions_1.doc

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/165519-TXEttx9bQW/3314349-SLO Charts Dictating Award of Possible 20 Points revised with Jeff 82213.doc

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Monday, September 10, 2012

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
5	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
6	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
7	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
8	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science

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.	Using the previous 3 year state assessment Regents data, a baseline average of the percentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
5	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
6	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
7	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
8	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science

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.	Using the previous 3 year state assessment Regents data, a baseline average of the percentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/174340-rhJdBgDruP/Appendix B July 23 2013 approved Julia_1.doc

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
1	6(ii) School-wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
2	6(ii) School-wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
3	6(ii) School-wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science

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.	Using the previous 3 year state assessment Regents data, a baseline average of the percentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
1	6(ii) School-wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
2	6(ii) School-wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
3	6(ii) School-wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science

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.	Using the previous 3 year state assessment Regents data, a baseline average of the percentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
7	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
8	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science

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.	Using the previous 3 year state assessment Regents data, a baseline average of the percentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of
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	difference between the baseline and the current year's results.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
7	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
8	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science

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.	Using the previous 3 year state assessment Regents data, a baseline average of the percentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the highly effective range band established by the District APPR Team.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Integrated Algebra, State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Global 2	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
American History	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science

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.	Using the previous 3 year state assessment Regents data, a baseline average of the percentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	The work of the teachers results in student academic achievement that falls within the effective range band

grade/subject.	established in the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Earth Science	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Chemistry	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Physics	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science

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.	Using the previous 3 year state assessment Regents data, a baseline average of the percentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the effective range band established in the District APPR Team.

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Geometry	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Algebra 2	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using the previous 3 year state assessment Regents data, a baseline average of the percentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the developing range band established by the District APPR Team.

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

The work of the teachers results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Grade 10 ELA	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Grade 11 ELA	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science

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

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

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

Using the previous 3 year state assessment Regents data, a baseline average of the percentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.

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

The work of the teachers results in student academic achievement that falls within the highly effective range band established by the District APPR Team.

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

The work of the teachers results in student academic achievement that falls within the effective range band established in the District APPR Team.

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

The work of the teachers results in student academic achievement that falls within the developing range band established by the District APPR Team.

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

The work of the teachers results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

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
High School Health	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Family and Consumer Science 8	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Applied Science	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Technology 8	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
DDP	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Elementary Health	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Junior Band	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Senior Band	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Elementary PE	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
High School PE	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Spanish 7	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
English 12	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Elementary Library	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Financial Math	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Elementary Art	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science

Art 7	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Studio Art	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Digital Photography	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
Drawing and Painting	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science
All Other Courses NOT Named Above	6(ii) School wide measure computed locally	State Regents Assessments in Integrated Algebra, Global Studies, US History ,11th Grade Comprehensive English and Earth Science

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.	Using the previous 3 year state assessment Regents data, a baseline average of the percentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a teacher based on the percentage of difference between the baseline and the current year's results.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teachers results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/174340-y92vNseFa4/Appendix B July 23 2013 without 15 point chart approved Julia.doc

3.14) Locally Developed Controls

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

None

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers of students in grades K-12 will have their "local 20" based on the percentage of students who have achieved mastery (85 or higher) on the 5 Regents Exams required for graduation (Global Studies, US History, Algebra, ELA and Earth Science). The percentage of the students achieving mastery on each exam will be averaged together and compared to the State's prior three year's average. This percent of difference in achievement will then be plotted on the Conversion chart for the HEDI score (0 to 20).

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, September 10, 2012

Updated Monday, July 22, 2013

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.)

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	32
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	28

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

We will use the Danielson Revised (2011) Rubric along with Teachscape electronic platform to carry out the evaluation. Approved evaluators will assign scores based on evidence gathered during classroom observations for domains two (2) and three (3). Pre-observation conferences, post-observation conferences and review of the documents submitted by the evaluator and the teacher will lead final scores being assigned for all four (4) rubric domains with the final score being reflective of the best score achieved in a particular domain when the rubric outcomes are reviewed during the post conference. All 60 points will be based on the Danielson (2011) rubric. Final scores for the 60 points will be determined by using the Scoring Methodology conversion chart. Overall composite score will be rounded to the nearest whole number using standard rounding rules. HEDI rating categories will translate to numerical values with Highly Effective = 4; Effective = 3; Developing = 2; Ineffective = 1.

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

assets/survey-uploads/5091/174357-eka9yMJ855/Appendix C teachers 60 original.doc

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.	The teacher's average rating for the scores assigned on the 4 point Danielson rubric must be 3.5 or higher.
Effective: Overall performance and results meet NYS Teaching Standards.	The teacher's average rating for the scores assigned on the 4 point Danielson rubric must be 2.5-3.4.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The teacher's average rating for the scores assigned on the 4 point Danielson rubric must be 1.8-2.4.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The teacher's average rating for the scores assigned on the 4 point Danielson rubric must be 1-1.7.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	43-56
Ineffective	0-42

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	2
4.7) Observations of Tenured Teachers Informal/Short	0
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

5. Composite Scoring (Teachers)

Created Wednesday, October 24, 2012

Updated Wednesday, November 28, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58
Developing	43-56
Ineffective	0-42

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Wednesday, October 24, 2012

Updated Thursday, August 22, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/206194-Df0w3Xx5v6/Teacher TIP.doc>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals are limited to procedural violations in the first two years of a three year probationary appointment and the first year of a two year probationary appointment meaning the appeal can not be solely based on a comprehensive rating of Developing or Ineffective. Teachers in the final year of their probationary period or teachers who are tenured may appeal a rating of ineffective or developing as well as procedural violations if the reasoning is set forth in the law as stated below. All grounds for appeal must be raised with specificity within a single appeal and the burden of demonstrating a right to the relief requested is with the teacher.

Appeals are limited in scope by the law and must relate to the failure of one of the following categories:

(1) the school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews, pursuant to Education

Law §3012-c;

(2) the adherence to the Commissioner's regulations, as applicable to such reviews;

(3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and

(4) the school district's or board of cooperative educational services' issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-c.

There are three levels of appeal which must be processed in a timely manner (43 days):

1. Appeal to original evaluator (process of 20 days maximum)

Teacher submits, in writing, notice requesting a meeting within five (5) school days of the receipt of the composite score in question to schedule a meeting. The teacher will submit a detailed written description of the specific areas of disagreement over his/her performance review, and any additional documents or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal.

Within five (5) school days of the receipt of the appeal, the administrator will contact the teacher to schedule a meeting to discuss the composite score in question as outlined above.

Following the meeting, the teacher may submit additional documents to the administrator within five (5) school days.

The administrator notifies the teacher of the decision in writing within five (5) school days.

2. Appeal to review team (process of 12 days maximum)

If the appeal is not resolved, within five (5) school days of the response from the original evaluator in Step 1, the teacher may submit documentation in Step 1 to the other designated lead evaluator.

Within five (5) school days the other lead evaluator will convene a review team meeting consisting of both lead evaluators, the evaluated teacher and a union representative if requested.

The review team will render an outcome, in writing within two (2) days of the meeting.

3. Appeal to panel (process of 11 days maximum)

If the appeal is not resolved, within five (5) school days of the response from the Review Team in Step 2, the teacher may submit documentation in Step 2 to the Superintendent.

The Superintendent will convene a hearing within five (5) school days (dependent on availability of third party). The panel will consist of the Superintendent, a union representative and a mutually agreed upon lead evaluator from the BOCES who is trained in the Danielson 2011 rubric and Teachscape. In the event that Jefferson-Lewis BOCES establishes a regional appeals process, the teacher may choose the regional appeals option.

The outcome of the appeal will immediately (within one school day) be made known to the teacher upon receipt by the district.

This appeals procedure constitutes the exclusive means for initiating, reviewing and resolving these appeals.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Both District evaluators have participated in (and will continue to participate in) the teacher evaluator training series offered through the Jefferson-Lewis BOCES RttT Network Team. Network Team Institute participants have turn-keyed all of the essential elements from the SED Network Team Institute to the region and have conducted training modules inclusive of all of the component trainings. They continue to offer another round of initial training this year for all new administrators (our Principal is involved with this new round of training). Each of the training elements required in the regulations and provided by SED at the Network Team Institute has been Turn-keyed to evaluators in the region with fidelity, and all District have or will participate fully in this series before being approved by the BOE as a lead evaluator.

Ongoing trainings offered through the Jefferson-Lewis BOCES RttT Network team will have full participation of the lead evaluators. Each year, certified evaluators will attend all relevant trainings affording them an opportunity to refresh skills, remain current and practice skills to maintain rater reliability and to be recertified each year. All evaluators will participate in the RttT Network Team trainings as well as maintain current in Teachscape activities to recalibrate themselves to retain the integrity of the evaluations and ensure inter-rater reliability.

Trainings offered by Danielson in regards to the rubric as well as Teachscape have already been attended and evaluators will continue to seek out and attend workshops relevant to the chosen rubric and its documentation device.

Based upon the participation in these activities, District teacher evaluators will be certified by the Board of Education as lead evaluators.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, October 30, 2012

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

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

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

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

K-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not Applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future,

any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Updated Wednesday, August 21, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-12	(g) % achieving specific level on Regents or alternatives	State Regents Assessments in Integrated Algebra, Global Studies, US History ,ELA and Earth Science

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.	Using the previous 3 year state assessment Regents data, a baseline average of the percentage of students scoring at the mastery level (85 or better) on the listed regents exams will be established. An average of the current year's state assessment results in the gatekeeper NYS Regents exams of the percentage of students scoring at the mastery level will be compared to the baseline. Points will be allocated to a principal based on the percentage of difference between the baseline and the current year's results.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic achievement that falls within the effective range band established in the District APPR Team.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

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

(No response)

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

assets/survey-uploads/5366/211552-qBFVOWF7fC/Principal Appendix A revised July 23 2013 Approved Julia_1.doc

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment

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.	Not Applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

The principals of students in grades Pre-K-12 will have their "local 20" based on the percentage of students who have achieved mastery (85 or higher) on the 5 Regents Exams required for graduation (Global Studies, US History, Algebra, ELA and Living Environment). The percentage of the students achieving mastery on each exam will be averaged together and compared to the State's prior three year's average. This percent of change in achievement will then be plotted on the Conversion chart for the HEDI score (0 to 15) on Appendix A.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, October 30, 2012

Updated Thursday, August 22, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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.

Principal performance will be assessed using multiple measures grounded in the New York State Administrative Standards. The Multidimensional Rubric, selected from the State approved list, will be used to assess the principal's professional practice. See Appendix B for the point conversion chart.

Evidence will be gleaned from: teacher evaluation process, SLO, transition to Core Standards, principal created documents, professional development summary and other resources provided by the principal.

The responsibility for gathering supporting evidence of a principal's performance is shared by the principal and the superintendent; both must provide a commitment to provide a complete and accurate picture of the principal's professional performance.

Domain 1 Shared Vision of Learning – 4 points
 Domain 2 School Culture and Instructional Program – 10 points
 Domain 3 Safe, Efficient, Effective Learning Environment – 5 points
 Domain 4 Community – 3 points
 Domain 5 Integrity, Fairness, Ethics – 6 points
 Domain 6 Political, Social, Economic, Legal and Cultural Context – 3 points
 Total – 31 points
 Domain 7 Goal Setting and Attainment
 Total 29-points (4 goals)

Multiple Measures of Effectiveness

In order to support continuous professional growth, these 60 points shall be based on supervisory visits, the Multidimensional Rubric, Annual Goals that are measurable and rigorous and a review of state and local accountability measures. Data from these sources will serve as the foundation for the principal evaluator's application of the rubric.

Each domain sub component will receive a final rating equal to the highest level achieved between 1-4 from the multiple supervisory visits where evidence was documented and after a full reflective conversation with the Principal.

Utilizing the Multi-dimensional Rubric the principals will be scored on each component. They can earn 1 point for each sub-component, there are 31. $\{4(\# \text{items rated highly effective}) + 3(\# \text{items rated effective}) + 2(\# \text{of items rated developing}) + 1(\# \text{of items rated ineffective})\} / 31$

(There are 31 items in the rubric)

Each principal will then set 4 measurable and rigorous goals totaling a possible 29 points. These goals will be approved by the superintendent and have evidence to show their work; for the multiple measures component of the composite score. For each goal a principal can obtain a possible 4 points which will then be multiplied by .25 for a total possible 4 points. Using the conversion chart found on Appendix B (part 2 step 2) the points will be converted. These 4 goals will be assessed individually in Domain 7 of the Multidimensional rubric and will be rated on a 1-4 scale.

For the purposes of this evaluation HEDI ratings will be comparable to numerical scores as follows: Highly Effective = 4; Effective = 3; Developing = 2; Ineffective = 1.

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

assets/survey-uploads/5143/211600-pMADJ4gk6R/Appendix B principals 60 0riginal.doc

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.	The principal's average rating must be a 3.5 or greater.
Effective: Overall performance and results meet standards.	The principal's average rating must be between 2.5 and 3.4.
Developing: Overall performance and results need improvement in order to meet standards.	The principal's average rating must be between 1.8 and 2.4.
Ineffective: Overall performance and results do not meet standards.	The principal's average rating must be between 1 and 1.7.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	54-57
Developing	36-53
Ineffective	0-35

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, October 30, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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	58-60
Effective	54-57
Developing	36-53
Ineffective	0-35

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, October 30, 2012

Updated Thursday, August 22, 2013

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 your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/211745-Df0w3Xx5v6/PIP.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals are limited to procedural violations in the first two years of a three year probationary appointment and the first year of a two year probationary appointment meaning the appeal can not be solely based on a comprehensive rating of Developing or Ineffective. Principals in the final year of their probationary period or Principals who are tenured may appeal a rating of ineffective or developing as well as procedural violations if the reasoning is set forth in the law as stated below. All grounds for appeal must be raised with specificity within a single appeal and the burden of demonstrating a right to the relief requested is with the Principal. Appeals are limited in scope by the law and must relate to the failure of one of the following categories:

- (1) the school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (2) the adherence to the Commissioner's regulations, as applicable to such reviews;
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (4) the school district's or board of cooperative educational services' issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-c.

The principal has 5 business days after receipt of the composite score to appeal, in writing, to the BOCES appeal committee consisting of a Principal and Superintendent agreed upon by both parties. The appeals hearing will take place within 5 business days of the receipt of the appeal from the Principal. The appeals committee will render a decision within 5 business days of hearing the appeal. A response to the decision may be filed within 10 business days of the decision of the committee to be filed with the annual evaluation. The entire process can take a maximum of 25 business days.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Superintendent will be the Principal Lead Evaluator. The Superintendent has participated (and will continue to participate) in the principal evaluator training series offered through the Jefferson-Lewis BOCES RtT Network Team. The Network Team has turn-keyed all of the essential elements from the SED Network Team Institute to the region and have conducted training modules inclusive of all of the component trainings. Each of the component trainings has been offered with fidelity and the Lead Evaluator has participated fully in the trainings prior to be approved by the Board of Education as a Lead Evaluator.

Upcoming trainings offered by the Jefferson-Lewis BOCES RtT Network Team will have full participation by the Lead Evaluator. Each year certified evaluators will attend all relevant trainings affording them an opportunity to refresh skills, remain current and practice skills to maintain rater reliability and be re-certified annually.

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	Checked
--	---------

the Commissioner.

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 Wednesday, October 24, 2012

Updated Friday, August 23, 2013

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

[assets/survey-uploads/5581/206343-3Uqgn5g9Iu/final signature document 82313.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.

Form 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
	Senior Chorus	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	JLHHOB/TOWUFSD Developed Senior Chorus Assessment
	Junior Chorus	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	JLHHOB/TOWUFSD Developed Junior Chorus Assessment
	Elementary Chorus	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	JLHHOB/TOWUFSD Developed Elementary Chorus Assessment
	Music Theory	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	JLHHOB/TOWUFSD Developed Music Theory Assessment
	MS Computers	<input type="radio"/> State Assessment	JLHHOB/TOWUFSD Developed Middle School Computers

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Assessment
Participation in Government	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	JLHHOB/TOWUFSD Developed Participation in Government Assessment
Economics	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	JLHHOB/TOWUFSD Developed Economics Assessment
MS Health	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	JLHHOB/TOWUFSD Developed Middle School Health Assessment
MS PE	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	JLHHOB/TOWUFSD Developed Middle School PE Assessment
Elementary PE	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results 	JLHHOB/TOWUFSD Developed Elementary PE Assessment

		based on State	
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SLO Charts Dictating Award of Possible 20 Points

Appendix

7th Grade Social Studies:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-91	86-90	83-85	79-82	76-78	73-75	71-72	70	68-69	66-67	64-65	60-63	58-59	57	56	55	54	53	41-52	21-40	0-20

9th Grade ELA:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	94-97	90-93	87-89	85-86	81-84	77-80	76	74-75	72-73	70-71	66-69	65-64	63-62	61-60	59-58	57-55	54-53	41-52	21-40	0-20

Geometry:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	94-97	90-93	89	88	87	86	85	82-84	79-81	77-78	75-76	72-74	69-71	67-68	65-66	63-64	61-62	41-60	21-40	0-20
96-100	75-95	52-74	48-51	39-47	30-38	22-29	19-21	17-18	16	15	13-14	12	11	10	9	7-8	5-6	4	2-3	0-1

Algebra 2 and Trigonometry:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	94-97	90-93	80-89	75-79	70-74	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	20-24	16-19	11-15	8-10	4-7	0-3

4th Grade Art:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	85-90%	82-84%	80-81%	78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	65-67%	63-64%	60-62%	57-59%	54-56%	52-53%	50-51%	36-49%	21-35%	0-20%

5th Grade Art:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	85-90%	82-84%	80-81%	78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	65-67%	63-64%	60-62%	57-59%	54-56%	52-53%	50-51%	36-49%	21-35%	0-20%

Art 7:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	85-90%	82-84%	80-81%	78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	65-67%	63-64%	60-62%	57-59%	54-56%	52-53%	50-51%	36-49%	21-35%	0-20%

Digital Photography:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	85-90%	82-84%	80-81%	78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	65-67%	63-64%	60-62%	57-59%	54-56%	52-53%	50-51%	36-49%	21-35%	0-20%

Drawing and Painting:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	85-90%	82-84%	80-81%	78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	65-67%	63-64%	60-62%	57-59%	54-56%	52-53%	50-51%	36-49%	21-35%	0-20%

Studio Art:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	85-90%	82-84%	80-81%	78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	65-67%	63-64%	60-62%	57-59%	54-56%	52-53%	50-51%	36-49%	21-35%	0-20%

Resource Room 4-6:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
94-100	88-93	84-87	79-83	75-78	69-74	66-68	61-65	58-60	54-57	51-53	45-50	39-44	34-38	30-33	26-29	22-25	18-21	11-17	1-10	0

Kindergarten Reading:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	96-98	85-95	83-84	80-82	77-79	76	75	74	73	72	70-71	65-69	63-64	61-62	58-60	55-57	50-54	35-49	26-34	0-25

First Grade Reading:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	90-94	86-89	84-85	83	82	81	80	77-79	73-76	72	70-71	67-69	65-66	63-64	62	61	60	45-59	21-44	0-20

7th Grade Spanish:

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%	89-94%	83-88%	79-82%	77-78%	74-76%	71-73%	70%	69-68%	67-66%	65-64%	63%	62%	61%	60%	59%	58%	57%	42-56%	32-41%	<32%

9th Grade Spanish:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	89-94%	83-88%	79-82%	77-78%	74-76%	71-73%	70%	69-68%	67-66%	65-64%	63%	62%	61%	60%	59%	58%	57%	42-56%	32-41%	0-31%

Driver Education:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	95-99	90-94	89%	88-85	84-80	79-76	75%	74-72	71-69	68-67	66%	65-63	62-56	55-46	45-36	35-26	25-16	15-11	10-1	0%

Middle Level Health:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	95-99	90-94	89%	88-86	85-83	81-82	80%	79-76	75-74	73-71	66-70	65	56-64	46-55	36-45	26-35	16-25	11-15	1-10	0%

Kindergarten Physical Education:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	95-99	90-94	89	88-86	85-83	82-81	80%	79-76	74-75	71-73	66-70	65	56-64	46-55	36-45	26-35	16-25	11-15	1-10	0%

High School Physical Education:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	95-99	90-94	83-89	74-82	68-73	61-67	60	57-59	54-56	51-53	50	49-45	44-39	38-36	33-35	26-32	16-25	11-15	1-10	0%

Third Grade ELA:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	86-89	83-85	80-82	78-79	75-77	71-74	70	66-69	62-65	59-61	55-58	53-54	52	51	50	48-49	45-47	34-44	26-33	0-25

Third Grade Math:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	86-89	83-85	80-82	78-79	75-77	71-74	70	66-69	62-65	59-61	55-58	53-54	52	51	50	48-49	45-47	34-44	26-33	0-25

First Grade Math:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100 - 93	92-86%	85-83%	82-81%	80-79%	78-77%	76%	75%	74-72%	71-67%	66-58%	57-50%	49-42%	41-36%	35-33%	32-29%	28-27%	26-25%	24-17%	16-8%	7-0%

Fourth Grade Math:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100	99-91%	90-85%	84%	83-82%	81-79%	78-76%	75%	74-70%	69-65%	64-60%	59-56%	55%	54-50%	49-45%	44-40%	39-35%	34-30%	29-15%	14-1%	0

Technology 8:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98	97-96	95-94	93-92	91-90	89-88	87-86	85	84-83	82-81	80-79	78-76	75-74	73-72	71-70	69-68	67-66	65	64-63	62-61	60-0

DDP:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98	97-96	95-94	93-92	91-90	89-87	86-81	80	79-77	76-74	73-71	70-68	67-65	64-60	59-55	54-50	49-40	39-30	29-20	19-10	9-0

AP Living Environment:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
75-100	70-74	65-69	61-64	58-61	54-57	51-53	<u>50</u>	46-49	43-45	39-42	36-38	30-35	25-29	20-24	16-19	14-15	13	10-12	8-9	0-7
45-100	42-44	39-41	36-38	33-35	30-32	27-29	<u>24-26</u>	23	22	21	20	19	17-18	15-16	13-14	12	11	9-10	7-8	0-6

*mastery levels second row

Living Environment:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100	97-98	95-96	93-94	91-92	88-90	86-87	<u>85</u>	83-84	81-82	78-80	75-77	74	73	72	71	70	66-69	63-65	60-62	0-59
41-100	32-40	31	29-30	28	27	26	<u>25</u>	23-24	20-22	17-19	15-16	14	13	12	11	10	9	6-8	4-5	0-3

*mastery levels second row

English 12:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100	84-92	75-83	69-74	63-68	57-62	51-56	50	47-49	44-46	41-43	38-40	36-37	32-35	28-31	24-27	20-23	16-19	10-15	1-9	0

Family and Consumer Science 8:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	94-96%	91-93%	88-90%	84-87%	80-83%	76-79%	75%	71-74%	70-67%	66-64%	60-63%	52-59%	45-51%	39-44%	32-38%	25-31%	19-24%	12-18%	6-11%	0-5%

HS Health:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	94-96%	90-93%	87-89%	84-86%	80-83%	76-79%	75	73-74%	70-72%	68-69%	65-67%	60-64%	51-59%	43-50%	35-42%	28-34%	21-27%	13-20%	6-12%	0-5%

Applied Science:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	90%	89-85%	81-84%	80-77%	76-71%	70%	67-69%	64-66%	62-63%	60-61%	59-57%	55-56%	50-54%	41-49%	33-40%	25-32%	16-24%	8-15%	0-7%

Computers 6:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95	94-91	90-86	85	84-82	81-79	78-76	75	74-72	71-69	68-66	65	64-58	57-51	50-44	43-38	37-33	32-26	25-18	17-9	8-0

Computers 8:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95	94-91	90-86	85	84-82	81-79	78-76	75	74-72	71-69	68-66	65	64-58	57-51	50-44	43-38	37-33	32-26	25-18	17-9	8-0

HS Special Education ELA:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96 - 100%	89 - 95%	83 - 88%	79 - 82%	76 - 78%	72 - 75%	68 - 71%	65 - 67%	59 - 64%	53 - 58%	47 - 52%	41 - 46%	39 - 40%	36 - 38%	32 - 35%	28 - 31%	24 - 27%	21 - 23%	15 - 20%	8 - 14%	0-7%

HS Special Education Math:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96 - 100%	89 - 95%	83 - 88%	79 - 82%	76 - 78%	72 - 75%	68 - 71%	65 - 67%	59 - 64%	53 - 58%	47 - 52%	41 - 46%	39 - 40%	36 - 38%	32 - 35%	28 - 31%	24 - 27%	21 - 23%	15 - 20%	8 - 14%	0-7%

Grade 1 ELA:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-93	92-86	85-83	82-81	80-79	78-77	76	75	74-72	71-67	66-58	57-50	49-42	41-36	35-33	32-29	28-27	26-25	24-17	16-8	7-0

Grade 1 Math:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-93	92-86	85-83	82-81	80-79	78-77	76	75	74-72	71-67	66-58	57-50	49-42	41-36	35-33	32-29	28-27	26-25	24-17	16-8	7-0

Kindergarten ELA:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	92-95	89-91	85-88	80-84	76-79	71-75	70	69-66	65-61	60-56	55-53	52-41	40-32	31-26	25-19	18-15	14-11	10-7	6-5	4-0

Kindergarten Math:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	96-97	90-95	88-89	85-87	79-84	76-78	75	74-70	69-66	65-61	60-57	56-50	49-43	42-35	34-28	27-20	19-11	10-7	6-5	4-0

Grade 2 ELA:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	94	93-88	87-85	84-82	81-79	78-76	75	74-72	71-69	68-63	62-55	54-50	49-44	43-38	37-32	31-25	24-19	18-13	12-7	6-0

Grade 2 Math:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	94	93-88	87-85	84-82	81-79	78-76	75	74-72	71-69	68-63	62-55	54-50	49-44	43-38	37-32	31-25	24-19	18-13	12-7	6-0

Senior Chorus:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100	99-91	90	89-86	85-83	82-81	80-76	75	74-72	71-69	68-66	65-62	61-59	58-53	52-38	37-35	34-31	30-25	24-23	22-1	0

Junior Chorus:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100	99-91	90	89-86	85-82	82-81	75	74-72	71-69	71-69	68-66	65-62	61-59	58-52	52-38	37-35	34-31	30-25	24-23	22-1	0

Elementary Chorus:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100	99-91	90	89-86	85-83	82-81	80-76	75	74-72	71-69	68-66	65-62	61-59	58-53	52-38	37-35	34-31	30-25	24-23	22-1	0

Music Theory:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100	99-95	94-88	87-75	74-64	63-62	61-51	50	49-48	47-46	45-43	42-37	36-33	32-29	28-27	25-26	24-20	19-15	14-13	12-1	0

Grade 11 ELA:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
85-100	68-84	50-67	47-49	45-46	43-44	41-42	40	38-39	36-37	34-35	33	29-32	24-28	19-23	14-18	10-13	6-9	3-5	1-2	0

HS PE:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100	96-98	93-95	90-92	87-89	84-86	81-83	73-80	67-72	61-66	55-60	49-54	43-48	37-42	31-36	25-30	19-24	13-18	7-12	1-6	0

Grade 5 PE:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	95-97	92-94	90-91	88-89	85-87	81-84	80	76-79	74-75	71-73	66-70	61-65	55-60	49-54	43-48	37-42	31-36	21-30	11-20	0-10

Middle Level PE:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100	97-99	92-96	89-91	85-88	81-84	76-80	75	72-74	68-71	66-67	64-65	60-63	56-59	52-55	48-51	41-47	32-40	22-31	11-21	0-10

Economics:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	99	98-97	96	95-94	93	92-91	90%	89-85	84-80	79-75	74-70	69-95	64-60	59-50	49-40	39-30	29-20	19-10	9-5	4-0

US Government:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100	99	98-97	96	95-94	93	92-91	90	89-85	84-80	79-75	74-70	69-65	64-60	59-50	49-40	39-30	29-20	19-10	9-5	4-0

US History:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	99	98-97	96	95-94	93	92-91	90%	89-85	84-80	79-75	74-70	69-65	64-60	59-50	49-40	39-30	29-20	19-10	9-5	4-0

All Other Courses Not Covered Above:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
85-100	68-84	50-67	47-49	45-46	43-44	41-42	40	38-39	36-37	34-35	33	29-32	24-28	19-23	14-18	10-13	6-9	3-5	1-2	0

**Appendix B-1 Local 20
Teachers K-12**

Percentage of students' achieving mastery on the required regents	3 Year Avg. State Mastery	TOWUFSD 2013 Mastery	
Integrated Algebra			
Global Studies			
US History			
ELA			
Earth Science			
Overall Mastery Average for the Five Chosen Tests			
Difference between our 2013 Mastery Percentage and 3 year State Average Mastery Percentage:			

Conversion Chart

% difference from State Avg.		20 point conversion
2.4 and below	Ineffective	0
2.5-2.9		1
3-3.4		2
3.5-3.9	Developing	3
4-4.4		4
4.5-4.9		5
5-5.4		6
5.5-5.9		7
6-6.4		8
6.5-6.9	Effective	9
7-7.4		10
7.5-7.9		11
8-8.4		12
8.5-8.9		13
9-9.4		14
9.5-9.9		15
10-10.4		16
10.5-10.9	17	
11-11.4	Highly Effective	18
11.5-11.9		19
Greater than or equal to 12		20

*normal rounding rules apply

**Appendix B-2
Local 15
Teachers K-12**

Percentage of students' achieving mastery on the required regents	3 Year Avg. State Mastery	TOWUFSD 2013 Mastery	
Integrated Algebra			
Global Studies			
US History			
ELA			
Earth Science			
Overall Mastery Average for the Five Chosen Tests			
Difference between our 2013 Mastery Percentage and 3 year State Average Mastery Percentage:			

Conversion Chart

% difference from State Avg.		15 point conversion
3.9 and below	Ineffective	0
4-4.4		1
4.5-4.9		2
5-5.4	Developing	3
5.5-5.9		4
6-6.4		5
6.5-6.9		6
7-7.4		7
7.5-7.9	Effective	8
8-8.4		9
8.5-8.9		10
9-9.4		11
9.5-9.9		12
10-10.4		13
10.5-10.9	Highly Effective	14
Greater than or equal to 11		15

*normal rounding rules apply

**Appendix B-1 Local 20
Teachers K-12**

Percentage of students' achieving mastery on the required regents	3 Year Avg. State Mastery	TOWUFSD 2013 Mastery	
Integrated Algebra			
Global Studies			
US History			
ELA			
Earth Science			
Overall Mastery Average for the Five Chosen Tests			
Difference between our 2013 Mastery Percentage and 3 year State Average Mastery Percentage:			

Conversion Chart

% difference from State Avg.		20 point conversion
2.4 and below	Ineffective	0
2.5-2.9		1
3-3.4		2
3.5-3.9	Developing	3
4-4.4		4
4.5-4.9		5
5-5.4		6
5.5-5.9		7
6-6.4		8
6.5-6.9	Effective	9
7-7.4		10
7.5-7.9		11
8-8.4		12
8.5-8.9		13
9-9.4		14
9.5-9.9		15
10-10.4		16
10.5-10.9	17	
11-11.4	Highly Effective	18
11.5-11.9		19
Greater than or equal to 12		20

*normal rounding rules apply

Appendix C
Scoring Methodology for the 60% Teacher Evaluation

Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1 - 1.7	0-42
Developing	1.8 - 2.4	43 - 56
Effective	2.5 - 3.4	57 - 58
Highly Effective	3.5 - 4	59 - 60

Rubric Score to Sub-Component – Weighted Formula

Domain 1 $\frac{\text{Number Points Received}}{24} \times 4 = \text{Domain Average} \times .233 = \underline{\hspace{2cm}}$

Domain 2 $\frac{\text{Number Points Received}}{20} \times 4 = \text{Domain Average} \times .267 = \underline{\hspace{2cm}}$

Domain 3 $\frac{\text{Number Points Received}}{20} \times 4 = \text{Domain Average} \times .267 = \underline{\hspace{2cm}}$

Domain 4 $\frac{\text{Number Points Received}}{24} \times 4 = \text{Domain Average} \times .233 = \underline{\hspace{2cm}}$

Total of 4 = $\underline{\hspace{2cm}}$

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion Score for Composite
1	Ineffective	0
1.1	Ineffective	6
1.2	Ineffective	12
1.3	Ineffective	18
1.4	Ineffective	24
1.5	Ineffective	30
1.6	Ineffective	36
1.7	Ineffective	42
1.8	Developing	50
1.9	Developing	51
2	Developing	52
2.1	Developing	53
2.2	Developing	54
2.3	Developing	55
2.4	Developing	56
2.5	Effective	57
2.6	Effective	57.2
2.7	Effective	57.4
2.8	Effective	57.6
2.9	Effective	57.8
3	Effective	58
3.1	Effective	58.2
3.2	Effective	58.4
3.3	Effective	58.6
3.4	Effective	58.8
3.5	Highly Effective	59
3.6	Highly Effective	59.3
3.7	Highly Effective	59.5
3.8	Highly Effective	59.8
3.9	Highly Effective	60
4	Highly Effective	60

*normal rounding rules apply but in no instance would a teacher be allowed to score out of the originally designated HEDI band based on rounding.

Town of Webb Union Free School District Teacher's Improvement Plan (TIP)

Appendix A

Teacher's Name: _____ Date of Implementation: _____

School Year: _____ Collaborative Meeting Dates: _____ 1st, _____ 2nd, _____ 3rd, _____ 4th

Based on the Danielson Framework for Teaching 2011 Rubric note the focus area(s) chosen for further development/improvement:

1. _____
2. _____
3. _____

	Goals for Improvement *	Strategies and Activities *	Supports and Resources *	Indicators of Progress *
Focus Area #1				
Focus Area #2				
Focus Area #3				

*Timelines and responsibilities developed and included as appropriate.

How the teacher will be evaluated for progress:

--

Meeting Date	Evaluator Comments of Progress	Initials	Teacher Comments	Initials

Recommendation for results of TIP (based on included evidence):

_____ The teacher has met the performance goals identified through the TIP.

_____ The teacher has not met the performance goals.

Administrator's Signature _____ Date _____

Teacher's Signature _____ Date _____

Union Representative Signature _____ Date _____

Teacher's Signature Waiving Representation _____ Date _____

Teacher's Name(Printed) _____

Administrator's Name (Printed) _____

**Appendix A-1
Local 20
Principal 9-12**

Percentage of students' achieving mastery on the required regents	3 Year Avg. State Mastery	TOWUFSD 2013 Mastery	
Integrated Algebra			
Global Studies			
US History			
ELA			
Earth Science			
Overall Mastery Average for the Five Chosen Tests			
Difference between our 2013 Mastery Percentage and 3 year State Average Mastery Percentage:			

Conversion Chart

% difference from State Avg.		20 point conversion
2.4 and below	Ineffective	0
2.5-2.9		1
3-3.4		2
3.5-3.9	Developing	3
4-4.4		4
4.5-4.9		5
5-5.4		6
5.5-5.9		7
6-6.4		8
6.5-6.9	Effective	9
7-7.4		10
7.5-7.9		11
8-8.4		12
8.5-8.9		13
9-9.4		14
9.5-9.9		15
10-10.4		16
10.5-10.9		17
11-11.4	Highly Effective	18
11.5-11.9		19
Greater than or equal to 12		20

*regular rounding rules apply

**Appendix A-2
Local 15
Principal 9-12**

Percentage of students' achieving mastery on the required regents	3 Year Avg. State Mastery	TOWUFSD 2013 Mastery	
Integrated Algebra			
Global Studies			
US History			
ELA			
Earth Science			
Overall Mastery Average for the Five Chosen Tests			
Difference between our 2013 Mastery Percentage and 3 year State Average Mastery Percentage:			

Conversion Chart

% difference from State Avg.		15 point conversion
3.9 and below	Ineffective	0
4-4.4		1
4.5-4.9		2
5-5.4	Developing	3
5.5-5.9		4
6-6.4		5
6.5-6.9		6
7-7.4		7
7.5-7.9	Effective	8
8-8.4		9
8.5-8.9		10
9-9.4		11
9.5-9.9		12
10-10.4		13
10.5-10.9	Highly Effective	14
Greater than or equal to 11		15

*regular rounding rules apply

Appendix B

Scoring Methodology for the 60% Principal Evaluation

Final Principal Effective Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1 - 1.7	0 - 35
Developing	1.8 - 2.4	36 - 53
Effective	2.5 - 3.4	54 - 57
Highly Effective	3.5 - 4	58 - 60

For the final step, all scores will be rounded to the nearest conversion point out of 60.

Part 1 – Step 1 (31 possible points)

$$\frac{4(\text{\#items rated highly effective}) + 3(\text{\#items rated effective}) + 2(\text{\# of items rated developing}) + 1(\text{\# of items rated ineffective})}{31}$$

31

Part 2 – Step 1 (29 possible points)

Goal 1 Number of Points Received X .25 = _____

Goal 2 Number of Points Received X .25 = _____

Goal 3 Number of Points Received X .25 = _____

Goal 4 Number of Points Received X .25 = _____

Total of 4 = _____

Rubric Score to Sub-Component Conversion Chart Principals - Part 1 - Step 2

Total Average Rubric Score	Category	Conversion Score for Composite
Ineffective 0-18		
1		0
1.1		5
1.2		10
1.3		15
1.4		18
Developing 19-27		
1.5		19
1.6		20
1.7		21
1.8		22
1.9		23
2		24
2.1		25
2.2		26
2.3		26.5
2.4		27
Effective 28-29		
2.5		28
2.6		28.1
2.7		28.2
2.8		28.3
2.9		28.4
3		28.5
3.1		28.6
3.2		28.7
3.3		28.9
3.4		29
Highly Effective 30-31		
3.5		30
3.6		30.2
3.7		30.4
3.8		30.6
3.9		30.8
4		31

*normal rounding rules apply

Rubric Score to Sub-Component Conversion Chart Principals - Part 2 - Step 2

Total Average Rubric Score	Category	Conversion Score for Composite
Ineffective 0-17		
1		0
1.1		5
1.2		12
1.3		14
1.4		17
Developing 18-25		
1.5		18
1.6		19
1.7		20
1.8		21
1.9		22
2		23
2.1		23.5
2.2		24
2.3		24.5
2.4		25
Effective 26-27		
2.5		26
2.6		26.1
2.7		26.2
2.8		26.3
2.9		26.4
3		26.5
3.1		26.6
3.2		26.7
3.3		26.9
3.4		27
Highly Effective 28-29		
3.5		28
3.6		28.2
3.7		28.4
3.8		28.6
3.9		28.8
4		29

*normal rounding rules apply but will not allow the original HEDI rating to change

Principal's Improvement Plan (Appendix C)

Principal: _____ Date: _____ Superintendent: _____

Composite Score: _____ Score Breakdown: __/20 __/20 __/31 __/29

Principal Goals (1 to 3)	Rubric- Domain- Element Chosen for Further Development	Critical Attributes Indicating Success	Principal's Action Plan	Superintendent Responsibilities	Timeline of Progress and Review	Elements of Measurement

Principal's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

Meeting Date	Evaluator Comments of Progress	Evaluator Initials	Principal's Comments	Principal's Initials

Recommendation for Results of PIP

- The Principal has met the performance goals identified through the PIP.
- The Principal has not met the performance goals.

Principal's Initials: _____ Superintendent's Initials: _____ 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.

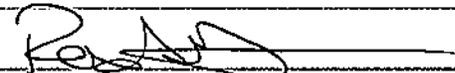
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

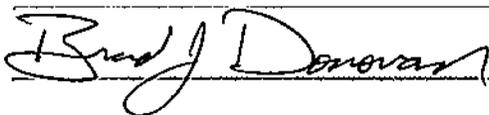
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

Superintendent Signature: Date:

 8/23/13

Teachers Union President Signature: Date:

 8/23/13

Administrative Union President Signature: Date:

 8/23/13

Board of Education President Signature: Date:

 8/23/13