



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

Commissioner of Education
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July 16, 2015

Revised

Dr. Richard M. Hooley, Superintendent
Valley Central School District
944 State Route 17K
Montgomery, NY 12549

Dear Superintendent Hooley:

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

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

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

Thank you again for your hard work.

Sincerely,

MaryEllen Elia
Commissioner

Attachment

c: William Hecht

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, January 27, 2015

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

441301060000

1.2) School District Name:

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

Valley CSD (Montgomery)

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created: 01/27/2015

Last updated: 07/01/2015

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

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

- District-determined assessments from list of State-approved 3rd party assessments; or
- District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

- State assessments, *required if one exists*
- List of State-approved 3rd party assessments
- District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
- School- or BOCES-wide, group or team results based on State assessments

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

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

2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	Measures of Academic Progress (MAP) for Primary Grades (Early Assessments for ELA) - Kindergarten
1	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	Measures of Academic Progress (MAP) for Primary Grades (Early Assessments for ELA) - Grade 1
2	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	Measures of Academic Progress (MAP) for Primary Grades (Early Assessments for ELA) - Grade 2

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Principal in collaboration with the teacher will establish Individual growth targets using baseline data. The Principal will have the final approval of the target. The district reserves the right to review all of the targets and require changes and is responsible for ensuring that target represents 1 year's growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points=96-100% of students achieving target 19 points=93-95% of students achieving target 18 points=89-92% of students achieving target

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points=85-88% of students achieving target 16 points=81-84% of students achieving target 15 points=78-80% of students achieving target 14 points=74-77% of students achieving target 13 points=70-73% of students achieving target 12 points=65-69% of students achieving target 11 points=59-64% of students achieving target 10 points=54-58% of students achieving target 9 points=48-53% of students achieving target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points=43-47% of students achieving target 7 points=38-42% of students achieving target 6 points=32-37% of students achieving target 5 points=27-31% of students achieving target 4 points=22-26% of students achieving target 3 points=17-21% of students achieving target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points=12-16% of students achieving target 1 point=5-11% of students achieving target 0 points=0-4% of students achieving target

2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	Measures of Academic Progress (MAP) for Primary Grades (Early Assessments for Math) - Kindergarten
1	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	Measures of Academic Progress (MAP) for Primary Grades (Early Assessments for Math) - Grade 1
2	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	Measures of Academic Progress (MAP) for Primary Grades (Early Assessments for Math) - Grade 2

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Principal in collaboration with the teacher will establish Individual growth targets using baseline data. The Principal will have the final approval of the target. The district reserves the right to review all of the targets and require changes and is responsible for ensuring that target represents 1 year's growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points=96-100% of students achieving target 19 points=93-95% of students achieving target 18 points=89-92% of students achieving target

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points=85-88% of students achieving target 16 points=81-84% of students achieving target 15 points=78-80% of students achieving target 14 points=74-77% of students achieving target 13 points=70-73% of students achieving target 12 points=65-69% of students achieving target 11 points=59-64% of students achieving target 10 points=54-58% of students achieving target 9 points=48-53% of students achieving target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points=43-47% of students achieving target 7 points=38-42% of students achieving target 6 points=32-37% of students achieving target 5 points=27-31% of students achieving target 4 points=22-26% of students achieving target 3 points=17-21% of students achieving target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points=12-16% of students achieving target 1 point=5-11% of students achieving target 0 points=0-4% of students achieving target

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	School- or BOCES-wide, group or team results based on State assessments	8th Grade State Science Assessment
7	School- or BOCES-wide, group or team results based on State assessments	8th Grade State Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Principal in collaboration with the teacher will establish Individual growth targets using baseline data. The Principal will have the final approval of the target. The district reserves the right to review all of the targets and require changes and is responsible for ensuring that target represents 1 year's growth. Teachers will receive HEDI scores based upon the percentage of students achieving their growth target. Teachers using a school wide measure will receive HEDI scores based upon the percentage of students school wide achieving their individual growth target on the listed assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points=96-100% of students achieving target 19 points=93-95% of students achieving target 18 points=89-92% of students achieving target

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points=85-88% of students achieving target 16 points=81-84% of students achieving target 15 points=78-80% of students achieving target 14 points=74-77% of students achieving target 13 points=70-73% of students achieving target 12 points=65-69% of students achieving target 11 points=59-64% of students achieving target 10 points=54-58% of students achieving target 9 points=48-53% of students achieving target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points=43-47% of students achieving target 7 points=38-42% of students achieving target 6 points=32-37% of students achieving target 5 points=27-31% of students achieving target 4 points=22-26% of students achieving target 3 points=17-21% of students achieving target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points=12-16% of students achieving target 1 point=5-11% of students achieving target 0 points=0-4% of students achieving target

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	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	District Developed Assessment in Grade 7 Social Studies
8	District, regional or BOCES-developed assessment	District Developed Assessment in Grade 8 Social Studies

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Principal in collaboration with the teacher will establish Individual growth targets using baseline data. The Principal will have the final approval of the target. The district reserves the right to review all of the targets and require changes and is responsible for ensuring that target represents 1 year's growth. Grade 6 is not applicable because Grade 6 teachers are common branch.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points=96-100% of students achieving target 19 points=93-95% of students achieving target 18 points=89-92% of students achieving target
Effective (9 - 17 points) Results meet District goals for similar students.	17 points=85-88% of students achieving target 16 points=81-84% of students achieving target 15 points=78-80% of students achieving target 14 points=74-77% of students achieving target 13 points=70-73% of students achieving target 12 points=65-69% of students achieving target 11 points=59-64% of students achieving target 10 points=54-58% of students achieving target 9 points=48-53% of students achieving target

Developing (3 - 8 points) Results are below District goals for similar students.	8 points=43-47% of students achieving target 7 points=38-42% of students achieving target 6 points=32-37% of students achieving target 5 points=27-31% of students achieving target 4 points=22-26% of students achieving target 3 points=17-21% of students achieving target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points=12-16% of students achieving target 1 point=5-11% of students achieving target 0 points=0-4% of students achieving target

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	School-/BOCES-wide group/team results based on State assessments	Global II Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Principal in collaboration with the teacher will establish Individual growth targets using baseline data. The Principal will have the final approval of the target. The district reserves the right to review all of the targets and require changes and is responsible for ensuring that target represents 1 year's growth. The Global I teachers will receive a HEDI score based upon the percentage of students school wide achieving their individual growth targets on the listed assessments.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points=96-100% of students achieving target 19 points=93-95% of students achieving target 18 points=89-92% of students achieving target
Effective (9 - 17 points) Results meet District goals for similar students.	17 points=85-88% of students achieving target 16 points=81-84% of students achieving target 15 points=78-80% of students achieving target 14 points=74-77% of students achieving target 13 points=70-73% of students achieving target 12 points=65-69% of students achieving target 11 points=59-64% of students achieving target 10 points=54-58% of students achieving target 9 points=48-53% of students achieving target
Developing (3 - 8 points) Results are below District goals for similar students.	8 points=43-47% of students achieving target 7 points=38-42% of students achieving target 6 points=32-37% of students achieving target 5 points=27-31% of students achieving target 4 points=22-26% of students achieving target 3 points=17-21% of students achieving target

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points=12-16% of students achieving target 1 point=5-11% of students achieving target 0 points=0-4% of students achieving target
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2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Principal in collaboration with the teacher will establish Individual growth targets using baseline data. The Principal will have the final approval of the target. The district reserves the right to review all of the targets and require changes and is responsible for ensuring that target represents 1 year's growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points=96-100% of students achieving target 19 points=93-95% of students achieving target 18 points=89-92% of students achieving target
Effective (9 - 17 points) Results meet District goals for similar students.	17 points=85-88% of students achieving target 16 points=81-84% of students achieving target 15 points=78-80% of students achieving target 14 points=74-77% of students achieving target 13 points=70-73% of students achieving target 12 points=65-69% of students achieving target 11 points=59-64% of students achieving target 10 points=54-58% of students achieving target 9 points=48-53% of students achieving target
Developing (3 - 8 points) Results are below District goals for similar students.	8 points=43-47% of students achieving target 7 points=38-42% of students achieving target 6 points=32-37% of students achieving target 5 points=27-31% of students achieving target 4 points=22-26% of students achieving target 3 points=17-21% of students achieving target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points=12-16% of students achieving target 1 point=5-11% of students achieving target 0 points=0-4% of students achieving target

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Principal in collaboration with the teacher will establish Individual growth targets using baseline data. The Principal will have the final approval of the target. The district reserves the right to review all of the targets and require changes and is responsible for ensuring that target represents 1 year's growth. Both 2005 and Common Core regents will be offered to students in Common Core Courses as long as permissible. Teachers will use the higher of the two scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points=96-100% of students achieving target 19 points=93-95% of students achieving target 18 points=89-92% of students achieving target
Effective (9 - 17 points) Results meet District goals for similar students.	17 points=85-88% of students achieving target 16 points=81-84% of students achieving target 15 points=78-80% of students achieving target 14 points=74-77% of students achieving target 13 points=70-73% of students achieving target 12 points=65-69% of students achieving target 11 points=59-64% of students achieving target 10 points=54-58% of students achieving target 9 points=48-53% of students achieving target
Developing (3 - 8 points) Results are below District goals for similar students.	8 points=43-47% of students achieving target 7 points=38-42% of students achieving target 6 points=32-37% of students achieving target 5 points=27-31% of students achieving target 4 points=22-26% of students achieving target 3 points=17-21% of students achieving target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points=12-16% of students achieving target 1 point=5-11% of students achieving target 0 points=0-4% of students achieving target

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	School-/BOCES-wide group/team results based on State assessments	Grade 11 ELA Regents Exam

Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	Grade 11 ELA Regents Exam
Grade 11 ELA	Regents assessment	Grade 11 ELA Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Principal in collaboration with the teacher will establish Individual growth targets using baseline data. The Principal will have the final approval of the target. The district reserves the right to review all of the targets and require changes and is responsible for ensuring that target represents 1 year's growth. The Grade 9 and 10 ELA teachers will receive a HEDI score based upon the percentage of students school wide achieving their individual growth targets on the listed assessments. Both 2005 and Common Core regents will be offered to students in Common Core Courses as long as permissible. Teachers will use the higher of the two scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points=96-100% of students achieving target 19 points=93-95% of students achieving target 18 points=89-92% of students achieving target
Effective (9 - 17 points) Results meet District goals for similar students.	17 points=85-88% of students achieving target 16 points=81-84% of students achieving target 15 points=78-80% of students achieving target 14 points=74-77% of students achieving target 13 points=70-73% of students achieving target 12 points=65-69% of students achieving target 11 points=59-64% of students achieving target 10 points=54-58% of students achieving target 9 points=48-53% of students achieving target
Developing (3 - 8 points) Results are below District goals for similar students.	8 points=43-47% of students achieving target 7 points=38-42% of students achieving target 6 points=32-37% of students achieving target 5 points=27-31% of students achieving target 4 points=22-26% of students achieving target 3 points=17-21% of students achieving target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points=12-16% of students achieving target 1 point=5-11% of students achieving target 0 points=0-4% of students achieving target

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

	Course(s) or Subject(s)	Option	Assessment
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Developing (3 - 8 points) Results are below District goals for similar students.	8 points=43-47% of students achieving target 7 points=38-42% of students achieving target 6 points=32-37% of students achieving target 5 points=27-31% of students achieving target 4 points=22-26% of students achieving target 3 points=17-21% of students achieving target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points=12-16% of students achieving target 1 point=5-11% of students achieving target 0 points=0-4% of students achieving target

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

(No response)

2.11) HEDI Tables or Graphics

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

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/2560829-TXEttx9bQW/13619855-2.1120pt.docx

2.12) Locally Developed Controls

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

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

Not applicable

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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
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Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created: 01/27/2015

Last updated: 05/21/2015

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

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Locally Selected Measures of Student Achievement or Growth

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

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

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

Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	District Developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	District Developed Grade 5 ELA Assessment
6	5) District, regional, or BOCES–developed assessments	District Developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	District Developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	District Developed Grade 8 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The teacher's score will be determined by the percentage of all students who attain 75% mastery or better out of 100% on the listed assessments. (See chart in section 3.3)
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 attachment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 attachment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 attachment

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	District Developed Grade 4 Math Assessment
5	5) District, regional, or BOCES–developed assessments	District Developed Grade 5 Math Assessment
6	5) District, regional, or BOCES–developed assessments	District Developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	District Developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	District Developed Grade 8 Math Assessment

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.	The teacher's score will be determined by the percentage of all students who attain 75% mastery or better out of 100% on the listed assessments. (See chart in section 3.3)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 Attachment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 Attachment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 Attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 Attachment

3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories,

please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/2561323-rhJdBgDruP/3.3new%5B1%5D.docx>

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
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K	5) District, regional, or BOCES–developed assessments	District Developed Kindergarten ELA Assessment
1	5) District, regional, or BOCES–developed assessments	District Developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	District Developed Grade 2 ELA Assessment
3	5) District, regional, or BOCES–developed assessments	District Developed Grade 3 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher's score will be determined by the percentage of all students who attain 75% mastery or better out of 100% on the listed assessments. (See chart in section 3.13)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points=96-100% passing the final assessment 19 points=93-95% passing the final assessment 18 points=89-92% passing the final assessment
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points=85-88% passing the final assessment 16 points=81-84% passing the final assessment 15 points=78-80% passing the final assessment 14 points=74-77% passing the final assessment 13 points=70-73% passing the final assessment 12 points=65-69% passing the final assessment 11 points=59-64% passing the final assessment 10 points=54-58% passing the final assessment 9 points=48-53% passing the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points=43-47% passing the final assessment 7 points=38-42% passing the final assessment 6 points=32-37% passing the final assessment 5 points=27-31% passing the final assessment 4 points=22-26% passing the final assessment 3 points=17-21% passing the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=12-16% passing the final assessment 1 point=5-11% passing the final assessment 0 points=0-4 % passing the final assessment

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	District Developed Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	District Developed Grade 1 Math Assessment

2	5) District, regional, or BOCES–developed assessments	District Developed Grade 2 Math Assessment
3	5) District, regional, or BOCES–developed assessments	District Developed Grade 3 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher's score will be determined by the percentage of all students who attain 75% mastery or better out of 100% on the listed assessments. (See chart in section 3.13)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points=96-100% passing the final assessment 19 points=93-95% passing the final assessment 18 points=89-92% passing the final assessment
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points=85-88% passing the final assessment 16 points=81-84% passing the final assessment 15 points=78-80% passing the final assessment 14 points=74-77% passing the final assessment 13 points=70-73% passing the final assessment 12 points=65-69% passing the final assessment 11 points=59-64% passing the final assessment 10 points=54-58% passing the final assessment 9 points=48-53% passing the final assessment
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points=43-47% passing the final assessment 7 points=38-42% passing the final assessment 6 points=32-37% passing the final assessment 5 points=27-31% passing the final assessment 4 points=22-26% passing the final assessment 3 points=17-21% passing the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=12-16% passing the final assessment 1 point=5-11% passing the final assessment 0 points=0-4 % passing the final assessment

3.6) Grades 6-8 Science

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher's score will be determined by the percentage of all students who attain 75% mastery or better out of 100% on the listed assessments. (See chart in section 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points=96-100% passing the final assessment 19 points=93-95% passing the final assessment 18 points=89-92% passing the final assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points=85-88% passing the final assessment 16 points=81-84% passing the final assessment 15 points=78-80% passing the final assessment 14 points=74-77% passing the final assessment 13 points=70-73% passing the final assessment 12 points=65-69% passing the final assessment 11 points=59-64% passing the final assessment 10 points=54-58% passing the final assessment 9 points=48-53% passing the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points=43-47% passing the final assessment 7 points=38-42% passing the final assessment 6 points=32-37% passing the final assessment 5 points=27-31% passing the final assessment 4 points=22-26% passing the final assessment 3 points=17-21% passing the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=12-16% passing the final assessment 1 point=5-11% passing the final assessment 0 points=0-4 % passing the final assessment

3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher's score will be determined by the percentage of all students who attain 75% mastery or better out of 100% on the listed assessments. (See chart in section 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points=96-100% passing the final assessment 19 points=93-95% passing the final assessment 18 points=89-92% passing the final assessment

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points=85-88% passing the final assessment 16 points=81-84% passing the final assessment 15 points=78-80% passing the final assessment 14 points=74-77% passing the final assessment 13 points=70-73% passing the final assessment 12 points=65-69% passing the final assessment 11 points=59-64% passing the final assessment 10 points=54-58% passing the final assessment 9 points=48-53% passing the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points=43-47% passing the final assessment 7 points=38-42% passing the final assessment 6 points=32-37% passing the final assessment 5 points=27-31% passing the final assessment 4 points=22-26% passing the final assessment 3 points=17-21% passing the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=12-16% passing the final assessment 1 point=5-11% passing the final assessment 0 points=0-4 % passing the final assessment

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	District Developed Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	District Developed Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	District Developed American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher's score will be determined by the percentage of all students who attain 75% mastery or better out of 100% on the listed assessments. (See chart in section 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points=96-100% passing the final assessment 19 points=93-95% passing the final assessment 18 points=89-92% passing the final assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points=85-88% passing the final assessment 16 points=81-84% passing the final assessment 15 points=78-80% passing the final assessment 14 points=74-77% passing the final assessment 13 points=70-73% passing the final assessment 12 points=65-69% passing the final assessment 11 points=59-64% passing the final assessment 10 points=54-58% passing the final assessment 9 points=48-53% passing the final assessment

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points=43-47% passing the final assessment 7 points=38-42% passing the final assessment 6 points=32-37% passing the final assessment 5 points=27-31% passing the final assessment 4 points=22-26% passing the final assessment 3 points=17-21% passing the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=12-16% passing the final assessment 1 point=5-11% passing the final assessment 0 points=0-4 % passing the final assessment

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	District Developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	District Developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	District Developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	District Developed Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher's score will be determined by the percentage of all students who attain 75% mastery or better out of 100% on the listed assessments. (See chart in section 3.13)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points=96-100% passing the final assessment 19 points=93-95% passing the final assessment 18 points=89-92% passing the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points=85-88% passing the final assessment 16 points=81-84% passing the final assessment 15 points=78-80% passing the final assessment 14 points=74-77% passing the final assessment 13 points=70-73% passing the final assessment 12 points=65-69% passing the final assessment 11 points=59-64% passing the final assessment 10 points=54-58% passing the final assessment 9 points=48-53% passing the final assessment
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points=43-47% passing the final assessment 7 points=38-42% passing the final assessment 6 points=32-37% passing the final assessment 5 points=27-31% passing the final assessment 4 points=22-26% passing the final assessment 3 points=17-21% passing the final assessment

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=12-16% passing the final assessment 1 point=5-11% passing the final assessment 0 points=0-4 % passing the final assessment
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3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	District Developed Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	District Developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	District Developed Algebra 2 Assessment

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

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

NOTE: As applicable, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher's score will be determined by the percentage of all students who attain 75% mastery or better out of 100% on the listed assessments. (See chart in section 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points=96-100% passing the final assessment 19 points=93-95% passing the final assessment 18 points=89-92% passing the final assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points=85-88% passing the final assessment 16 points=81-84% passing the final assessment 15 points=78-80% passing the final assessment 14 points=74-77% passing the final assessment 13 points=70-73% passing the final assessment 12 points=65-69% passing the final assessment 11 points=59-64% passing the final assessment 10 points=54-58% passing the final assessment 9 points=48-53% passing the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points=43-47% passing the final assessment 7 points=38-42% passing the final assessment 6 points=32-37% passing the final assessment 5 points=27-31% passing the final assessment 4 points=22-26% passing the final assessment 3 points=17-21% passing the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=12-16% passing the final assessment 1 point=5-11% passing the final assessment 0 points=0-4 % passing the final assessment

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	District Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	District Developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	District Developed Grade 11 ELA Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher's score will be determined by the percentage of all students who attain 75% mastery or better out of 100% on the listed assessments. (See chart in section 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points=96-100% passing the final assessment 19 points=93-95% passing the final assessment 18 points=89-92% passing the final assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points=85-88% passing the final assessment 16 points=81-84% passing the final assessment 15 points=78-80% passing the final assessment 14 points=74-77% passing the final assessment 13 points=70-73% passing the final assessment 12 points=65-69% passing the final assessment 11 points=59-64% passing the final assessment 10 points=54-58% passing the final assessment 9 points=48-53% passing the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points=43-47% passing the final assessment 7 points=38-42% passing the final assessment 6 points=32-37% passing the final assessment 5 points=27-31% passing the final assessment 4 points=22-26% passing the final assessment 3 points=17-21% passing the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=12-16% passing the final assessment 1 point=5-11% passing the final assessment 0 points=0-4 % passing the final assessment

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local>

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=12-16% passing the final assessment 1 point=5-11% passing the final assessment 0 points=0-4 % passing the final assessment
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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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/2561323-y92vNseFa4/3.13r20pt.docx>

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

The student scores will be assessed individually on local measures. The percentage of total students passing the final exams in all the teachers' courses will determine the local score.

Teachers of more than one measure will have their score calculated based upon their over all percentage of students who meet the target across the courses.

3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created: 01/27/2015

Last updated: 07/01/2015

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

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4.1) Teacher Practice Rubric

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

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

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

Rubric	NYSUT Teacher Practice Rubric
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Second Rubric, if applicable	(No response)
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4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

Structured reviews of lesson plans, student portfolios and other teacher artifacts	0
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If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, label accordingly, and combine them into a single file, and upload as an attachment for review. [Click here for a downloadable copy of Form 4.2. \(MS Word\)](#)

(No response)

4.3) Survey Tools (if applicable)

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

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

As the administrator completes observations and collects evidences, each indicator will be holistically scored and given a 4(HE),3(E),2(D) or 1(I). Each score is calculated by averaging the scores using the negotiated weighting system (see rubric in 4.5 attachment) resulting in a rubric raw score. The raw score will then be converted into a points and then converted into the four categories of Highly Effective,

Effective, Developing or ineffective. See attachment below. The values in the attached conversion chart are the minimum values necessary.

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

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/2560753-eka9yMJ855/newest4.5%20\(2\).PDF](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/2560753-eka9yMJ855/newest4.5%20(2).PDF)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The highly effective level is reserved for truly outstanding teachers as described by very demanding criteria.
Effective: Overall performance and results meet NYS Teaching Standards.	The effective level describes solid, expected, professional performance. Most teachers will fall into this category.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Indicates that performance has real deficiencies and must improve. However, it is expected that novice teachers will fall into this category.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Does not meet standards, is clearly unacceptable, and requires intervention. This could lead to dismissal.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
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?

Responses Selected:

In Person

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

Responses Selected:

In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

Responses Selected:

In Person

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

Responses Selected:

In Person

5. Composite Scoring (Teachers)

Created Tuesday, January 27, 2015

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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.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created: 01/27/2015

Last updated: 07/01/2015

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

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

`https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/2561895-Df0w3Xx5v6/Teacher%20Improvement%20PlanRevised_B0vWbnt.docx`

6.3) Appeals Process

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

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

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

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

A. Probationary Teachers:

Probationary teachers may submit a written rebuttal that will be attached to their evaluation in the teacher's personnel file. Probationary teachers may not appeal their evaluation.

B. Tenured Teachers:

Stage 1

Only tenured teachers who are ineffective or developing may appeal their evaluation however a teacher with any score may write a rebuttal in the comment section of the evaluation. The teacher will appeal to the evaluator in writing with detailed specific areas of disagreement within 15 calendar days of receipt of the summative evaluation with appropriate documentation. The evaluator will provide a written response to the teacher's appeal within 15 calendar days.

Stage 2

If the appeal is denied by the evaluator, the teacher may appeal to the Superintendent within 15 days of the denial. The request will be made in writing with detailed specific areas of disagreement provided. The Superintendent or a designee will respond within 15 days of the request by the teacher. The decision of the Superintendent shall be final and binding. A teacher may not file multiple appeals on one performance review. All grounds for appeal must be raised in the same appeal or is deemed waived. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which the teacher seeks relief.

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

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

A. The District will ensure that all Evaluators/Lead Evaluators are trained by a NYSUT approved trainer with respect to the Valley Central Evaluation system annually. In the event that another lead evaluator is required and a NYSUT approved training is not available, local turnkey training will be provided until NYSUT approved training is available. In this situation, the VCTA Association President will be notified. The minimum duration of the initial lead evaluator certification training will be 4 hours and the annual re-certification training will be a minimum of 2 hours.

B. The Board of Education will certify all Evaluators and Lead Evaluators. All Evaluators and Lead Evaluators will be certified and re-certified annually. Such certification will include inter-rater reliability.

C. All unit members will be trained on the Valley Central Evaluation system (stakeholder training), including NYSUT's Teacher Practice Rubric. It is the District's responsibility to provide this training.

D. All training will meet the requirements in 30-2.9c Commissioners regulation.

6.5) Assurances -- Evaluators

Please check the boxes below:

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

Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

Assure that the district will maintain inter-rater reliability of evaluators over time.

Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.

Checked

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created: 01/27/2015

Last updated: 07/01/2015

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

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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.

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

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

	K-5
	6-8
	9-12
	(No response)

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

Please check the boxes below:

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	K-5	State assessment	3-5 ELA/Math
	6-8	State assessment	6-8 ELA/Math
	9-12	State assessment	Regents Exams English/Math Algebra and all other applicable Regents
	not applicable		not applicable
	not applicable		not applicable

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	If the State provides a growth score for the listed Principals, and such scores represent less than 30% of the students supervised by that Principal, the district will set SLOs for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State provided scores will then be weighted proportionately with the SLO results for the final HEDI score for the Principal. For SLOs based on historical data, the principal in collaboration with the Superintendent will set individual growth targets for each student. The Superintendent will have final approval over the targets. The Principal will receive a HEDI score based upon the percent of students reaching their targets. Both 2005 and Common Core regents will be offered to students in Common Core Courses as long as permissible. Principals will use the higher of the two scores for APPR purposes.
--	---

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	see 7.3 attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	see 7.3 attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	see 7.3 attachment
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	see 7.3 attachment

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.

```
<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/2562243-lha0DogRNw/7.3%2020pt.docx">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/2562243-lha0DogRNw/7.3%2020pt.docx</a>
```

7.4) Special Considerations for Comparable Growth Measures

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

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

not applicable

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created: 01/27/2015

Last updated: 05/21/2015

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

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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.

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing/>).

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

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

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

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

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

- whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	K-5	(d) measures used by district for teacher evaluation	All district developed grade and subject specific assessments administered in the building
	6-8	(d) measures used by district for teacher evaluation	All district developed grade and subject specific assessments administered in the building
	9-12	(d) measures used by district for teacher evaluation	All district developed grade and subject specific assessments administered in the building

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The HEDI Score 20 point chart will be used until value added is required when the 15 point chart will be used for locally selected measures of student achievement shall be based on an achievement target setting process to produce annual Local Achievement Targets (LAT) to be mutually agreed upon between the principal and Superintendent. The principal score will be based on the overall percentage of all general education and non ELL students achieving 75% out of 100 or better on their final exam. The Superintendent has the final approval over the targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 8.1 attached

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 8.1 attached
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 8.1 attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 8.1 attached

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/2562319-8o9AH60arN/3.3%20and%208.1new.docx>

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

(No response)

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

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 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
	not applicable		not applicable
	not applicable		not applicable

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

(No 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.

Not applicable

8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created: 01/27/2015

Last updated: 07/08/2015

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

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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.

Rubric	Marshall's Principal Evaluation Rubric
Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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, label accordingly, combine them into a single file, and upload as an attachment for review. [Click here for a downloadable copy of Form 9.2. \(MS Word\)](#)

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

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

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The evaluator will evaluate each administrator in the 6 Individual Rubric Areas. A holistic score of
 4- Highly Effective
 3=Effective
 2=Developing
 1=Ineffective for each area will be assigned.

A score of 1-4 will be assigned for each domain based upon the evidence gathered over multiple school visits.

The points will be added and placed on the Rubric Scoring Chart. The Rubric Score will be converted into a Heidi score and category. (see Upload 9.7) The rubric is organized around domains covering aspects of the principals's job performance. The areas are:

- A. Diagnosis and Planning
- B. Priority Management and Communication
- C. Curriculum and Data
- D. Supervision, Evaluation and Professional Development
- E. Discipline and Parent Involvement

F. Management and External Relations

The superintendent's assessment shall be based on at least three visits of thirty minutes or more to the school, while in session. Two will be as agreed to between the superintendent and principal, one will be unannounced. Visits are to be completed no later than April 30. The additional sources of information for the superintendent's consideration in utilizing the rubric and instrument shall be:

- Self Analysis on the rubric will be provided by the principal to the Superintendent by May 15.
- School documents related to the rubric
- The superintendent shall consider the following discussions and reviews in assessing performance of the principal in leadership and management.

The principal and superintendent shall conduct a joint critical analysis of the NYS School Report Card (and/or School Improvement Plans) no later than December 1, including identification of actions to be taken to address components and district resources to be made available to the principal and building. No later than May 15, the principal and superintendent shall meet to review the related initiatives and actions of the principal over the year as well as the availability and utilization of district provided resources.

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

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12205/2562415-pMADJ4gk6R/new%20Attachment%20II_jbrPZTL.docx

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

Highly Effective: Overall performance and results exceed standards.	The highly effective level is for the truly outstanding leadership as described by the very demanding criteria.
Effective: Overall performance and results meet standards.	The effective level describes solid, expected professional performance.
Developing: Overall performance and results need improvement in order to meet standards.	Developing indicates that performance has real deficiencies and must improve. A novice administrator may begin here.
Ineffective: Overall performance and results do not meet standards.	Ineffective is clearly unacceptable and will lead to dismissal if it is not improved immediately.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	60
Effective	59
Developing	58
Ineffective	0

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, January 27, 2015

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	60
Effective	59
Developing	58
Ineffective	0-57

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

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

Overall
 Composite Score

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

Effective
 10-21
 8-13
 75-90

Developing
 3-9
 3-7
 65-74

Ineffective
 0-2
 0-2
 0-64

11. Additional Requirements - Principals

Created: 01/27/2015

Last updated: 04/17/2015

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

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12168/2562669-Df0w3Xx5v6/Attachment V PIPr201511.2.docx>

11.3) Appeals Process

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

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

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

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

- (1) the substance of the annual professional performance review

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

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

An appeal of a principal's evaluation shall be only for ineffective and developing ratings or any rating tied to compensation. The reasons for appeal shall be those identified in 3012-c. The attached appeal process shall be utilized. An appeal of an evaluation may NOT be initiated prior to the issuance of the final composite score and rating.

Principal APPR Appeal Process

Challenges in an appeal:

Appeals are limited to those identified by Education Law 3012-c, as follows:

- The substance of the annual professional performance review;
- The school district's adherence to the standards and methodologies required for such reviews;
- The adherence to the Commissioner's regulations, as applicable to such reviews;
- Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- The school district's issuance and/or implementation of the terms of the principal improvement plan.

Ratings That May Be Appealed:

Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

Prohibition Against More Than One Appeal:

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

Burden of Proof:

The burden of proof will be shared.

Time Frame for Filing Appeal:

All appeals shall be filed in writing. The act of mailing (certified) or hand delivery shall constitute filing.

An appeal of performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request. However every effort will be made to file the appeal in a timely and expeditious manner in compliance with Education Law 3012-c.

When filing an appeal, the principal must submit a written description of the specific areas of the disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Time Frame for District Response:

Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point (s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district and all additional information submitted with the response, at the same time the school district files its response.

Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

Decision Process for Appeal:

Within five (5) business days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.

The parties agree that:

- A hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected (unless there is a mutually agreed upon extension.) Every effort will be made to conduct the appeal in a timely and expeditious manner in compliance with the Education Law 3012-c.
- The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
- The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;
- The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
- The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;
- The district shall have an opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

Decision:

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be final.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

Exclusivity of Section 30-2.9-C Appeal Procedure:

This appeal procedures shall constitute the means for initiating, reviewing and resolving challenges to principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

Other

1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.
2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name unless a conflict of interest in writing, whereas the next person on the list will be chosen.
3. The cost shall be the responsibility of the district.
4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive his/her right to file an appeal.

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

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

Valley Central Lead Evaluators will be the Superintendent or his or her designee.

Lead Evaluators and/or evaluators will be certified upon completion of the training provided by the district. They will be re-certified by the Board of Education each year at the re-organizational meeting each July.

Annual on going training will be provided including inter-rater reliability. The minimum duration of the initial lead evaluator certification training will be 4 hours and the annual re-certification training will be a minimum of 2 hours.

All training will meet the requirements in 30-2.9c Commissioner's regulations.

11.5) Assurances -- Evaluators

Please check the boxes below:

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

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
---	---------

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created: 02/04/2015

Last updated: 07/16/2015

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12.1) Upload the Joint Certification of the APPR Plan

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

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/2648141-3Uqgn5q9lu/DOC_YRmqtC.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.

Highly Effective	20 19 18	96-100% 93-95% 89-92%
Effective	17 16 15 14 13 12 11 10 9	85-88% 81-84% 78-80% 74-77% 70-73% 65-69% 59-64% 54-58% 48-53%
Developing	8 7 6 5 4 3	43-47% 38-42% 32-37% 27-31% 22-26% 17-21%
Ineffective	2 1 0	12-16% 5-11% 0-4%

3.3

Highly Effective	20	96-100%
	19	93-95%
	18	89-92%
Effective	17	85-88%
	16	81-84%
	15	78-80%
	14	74-77%
	13	70-73%
	12	65-69%
	11	59-64%
	10	54-58%
	9	48-53%
Developing	8	43-47%
	7	38-42%
	6	32-37%
	5	27-31%
	4	22-26%
	3	17-21%
Ineffective	2	12-16%
	1	5-11%
	0	0-4%

HEDI Bands (0-15 Points)	Point Allocation	% of students achieving the target
Highly Effective	15	94-100%
	14	88-93%
Effective	13	83-87%
	12	75-82%
	11	69-74%
	10	63-68%
	9	57-62%
	8	50-56%
Developing	7	44-49%
	6	38-43%
	5	31-37%
	4	25-30%
	3	19-24%
Ineffective	2	13-18%
	1	6-12%
	0	0-5%

3.13 Heidi Table

Highly Effective	20	96-100%
	19	93-95%
	18	89-92%
Effective	17	85-88%
	16	81-84%
	15	78-80%
	14	74-77%
	13	70-73%
	12	65-69%
	11	59-64%
	10	54-58%
	9	48-53%
Developing	8	43-47%
	7	38-42%
	6	32-37%
	5	27-31%
	4	22-26%
	3	17-21%
Ineffective	2	12-16%
	1	5-11%
	0	0-4%

**Teachers 60 %
Raw Score Conversion to Points**

Raw Score	Conversion to point Score		Raw Score	Conversion to Point Score
1	0		2.5	57
1.1	12		2.6	57
1.2	25		2.7	57
1.3	37		2.8	57
1.4	49		2.9	57
1.5	50		3	58
1.6	50		3.1	58
1.7	51		3.2	58
1.8	52		3.3	58
1.9	52		3.4	58
2	53		3.5	59
2.1	54		3.6	59
2.2	54		3.7	59
2.3	55		3.8	59
2.4	56		3.9	60

Negotiated HEDI Bands (Points earned are converted into HEDI Bands)

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

A	B	C	D	E	F	G	H
Conversion Flow Chart							
1		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
2		Determine Relative Value of Each Domain (hypo-to be negotiated)	Determine Relative Value of Each SubDomain as part of the Domain (hypo-to be negotiated)	Evaluator Gives Every Teacher a Rating of 1-4 in Each Subdomain (4=HE, 3=E, 2=D, 1=I) HYP0	Weight Subdomain Scores	Total Domain Score	Weight Total Domain Score and Compute Score
3							
4	Standard 1: Knowledge of Students and Student Learning	10%					
5	1.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.		25%		0		
6	1.2: Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.		5%		0		
7	1.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of		20%		0		
8	1.4: Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.		15%		0		
9	1.5: Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.		20%		0		
10	1.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning		15%		0		
11		Total	100%		0	0	0

34	A	B	C	D	E	F	G	H
	Standard V: Assessment for Student Learning		10%					
35		V:1 Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth		25%		0		
36		V:2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction		15%		0		
37		V:3 Teachers communicate information about various components of the assessment system		10%		0		
38		V:4 Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan accordingly		20%		0		
39		V:5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated		30%		0		
40		Total		100%		0	0	0

Part III: Plan for Evaluation (Multiple Measures)

A. Tenured Teachers:

- 1. A minimum of two observations will be completed each school year. One will be announced and one will be unannounced. One of the two will last at least for thirty minutes.**
- 2. For announced observations, the teacher will fill out the lesson plan template and the pre-observation form, provided it to the evaluator and schedule a pre-observation meeting. If the teacher and the administrator do not feel that a meeting is necessary, the teacher may simply hand in their lesson plan template and pre-observation form three days prior to the observation. Evaluators will notify teachers at least five school days prior to the announced observation. In all cases the submission of the lesson plan template, pre-observation form and meeting date/time must take place three days prior to the announced observation.**
- 3. Following the observation, a post-observation meeting will take place within 15 school days following the observation unless otherwise mutually agreed upon. If either person requests it, a "face to face" post observation conference will take place. If not, the evidence will be collected and shared with the teacher through the evaluation management system (OASYS). One observation must have a "face to face" post observation meeting (preferable after the announced observation).**
- 4. After the unannounced observation has been completed the administrator will send an electronic alert through the electronic evaluation system or place the post-observation form in the teacher's mailbox. The teacher will complete the lesson plan template and post-observation form within five days. If either person requests it, a "face to face" post observation conference will take place. If not, the evidence will be collected and share with the teacher electronically within 15 days of the observation unless otherwise mutually agreed upon.**

B. Non-Tenured Teachers:

- 1. More than two observations will be completed each school year, at least one will be unannounced and one will last at least thirty minutes.**
- 2. The announced observation will have a "face to face" pre observation meeting at least three days prior to the observation.**
- 3. Following the observations, a face to face post observation meeting will take place within 15 school days of the observation.**

C. Cancellation of Observation

- 1. An administrators observation schedule will be given the highest priority so that cancellation can be avoided. In the case that an administrator has to cancel an announced observation, every effort shall be**

made for the administrator to observe the teacher as soon as possible, to observe the same lesson at a different time or to observe the next possible lesson.

2. The administrator will meet with the teacher as soon as possible so that any changes to the pre-observation form/discussion can occur.

3. There are not a maximum number of observations that may be completed for any teachers. The number of observation may be determined by the district.

4. All teachers will be informed by convocation day of who will be their summative evaluator(s) for that school year.

D. Teacher of Record

1. In general, after 20 consecutive school days of absence of the classroom teacher, the substitute teacher becomes the teacher of record retroactively to the first day of the classroom teacher's absence. In the case of CTM classrooms, the regular subject teacher and the special education teacher shall be the teacher of record for all students. They will share the HEDI scores for local and SLO assessments.

2. Unit members not required to be evaluated by the new system as specified by the new regulations will be evaluated by the APPR system previously established by the district. Those unit members who instruct less than 40% of the time will be considered as instruction support and fall under the old APPR process.

Teacher Improvement Plan

Name of Teacher: _____

Name of Administrator: _____

School Building: _____

Date: _____

Standard/ Indicator	Priority	Area In Need Of Improvement	Intervention	Manner in which improvement will be assessed	Timeline

Teacher's Signature/Date: _____

Administrator's Signature/Date: _____

VCTA Representative Signature/Date: _____

Highly Effective	20	96-100%
	19	93-95%
	18	89-92%
Effective	17	85-88%
	16	81-84%
	15	78-80%
	14	74-77%
	13	70-73%
	12	65-69%
	11	59-64%
	10	54-58%
Developing	9	48-53%
	8	43-47%
	7	38-42%
	6	32-37%
	5	27-31%
	4	22-26%
Ineffective	3	17-21%
	2	12-16%
	1	5-11%
	0	0-4%

3.3 and 8.1

Highly Effective	20	96-100%
	19	93-95%
	18	89-92%
Effective	17	85-88%
	16	81-84%
	15	78-80%
	14	74-77%
	13	70-73%
	12	65-69%
	11	59-64%
	10	54-58%
	9	48-53%
Developing	8	43-47%
	7	38-42%
	6	32-37%
	5	27-31%
	4	22-26%
	3	17-21%
Ineffective	2	12-16%
	1	5-11%
	0	0-4%

HEDI Bands (0-15 Points)	Point Allocation	% of students achieving the target
Highly Effective	15	94-100%
	14	88-93%
Effective	13	83-87%
	12	75-82%
	11	69-74%
	10	63-68%
	9	57-62%
	8	50-56%
Developing	7	44-49%
	6	38-43%
	5	31-37%
	4	25-30%
	3	19-24%
Ineffective	2	13-18%
	1	6-12%
	0	0-5%

**Attachment II-Revised
 “Other” Measures of Effectiveness (60 points)
 Assessment Summary**

The evaluator will holistically score each administrator in the 6 Kim Marshall Domains. The points will be added and converted to HEDI score/category.

Name of Principal: _____ School Year: _____

Domain	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Diagnosis and Planning				
Priority, Management and Community				
Curriculum and Data				
Supervision, Evaluation and Professional Development				
Discipline and Family Development				
Management and External Relationships				

Total Points= _____

Points Earned from Domains	HEDI Conversion Chart	HEDI Categories
24-19 Points	60	Highly Effective
18-13 Points	59	Effective
12-7 Points	58	Developing
6	0	Ineffective

Points Awarded 0-60: _____

Overall Rating: Highly Effective Effective Developing Ineffective
 (Circle one)

Attachment V-A Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designated to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) days after the start of the school year. The superintendent, VCAA Officer or designee in conjunction with the principal, must develop and improvement plan that contains:

- A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
- Specific improvement goal/outcome statement.
- Specific improvement action steps/activities.
- A reasonable time line for achieving improvement.
- Required and accessible resources to achieve goal.
- A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least three times during the year.

November 1 and November 15
February 1 through 15
April 1 and April 15.

A written summary of feedback on progress shall be given within ten school days.

- A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
- A formal, final written summative assessment delineating progress made with an opportunity for comment by the principal.

**Attachment V-B
Principal Improvement Plan**

Name of Principal: _____

School Building: _____ Year: _____

- Deficiency that promulgated the “ineffective” or “developing” performance rating:

- Improvement Goal/Outcome

- Action Steps/Activities:

- Timeline for Completion:

- The manner in which improvement will be assessed:

- Required and Accessible Resources, including identification of responsibility for provision:

- Dates of Formative Evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

November:
February:
April:
Other:

- Evidence to be provided for Goal Achievement:

- **Assessment Summary:** Superintendent is to attaché a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than ten school days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity of the principal to attach comments.

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 7/9/15

Richard L. Hood

Teachers Union President Signature: Date: 7-13-15

Timothy M Brown

Administrative Union President Signature: Date:

[Signature] 7/14/15

Board of Education President Signature: Date: 7-13-15

[Signature] 7

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

7/16/15

Richard M. Hooley