



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

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

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December 22, 2014

Revised

Joseph Englebert, Superintendent
Warsaw Central School District
153 West Buffalo Street
Warsaw, NY 14569

Dear Superintendent Englebert:

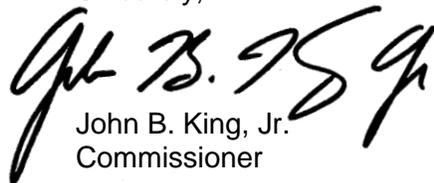
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Kevin MacDonald

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, November 24, 2014

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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 : 671501040000

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

671501040000

1.2) School District Name: WARSAW CSD

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

Warsaw CSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

For 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 Tuesday, April 30, 2013

Updated Thursday, December 11, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: 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	Star Early Literacy, Star Reading
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Star Early Literacy, Star Reading
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Star Early Literacy, Star Reading

	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.	Teachers, in collaboration with principals will use prior academic history and pre-assessment baseline data to establish individual student growth targets. HEDI will be awarded by the percentage of students meeting or exceeding their growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	89% or more of students will meet or exceed the student learning objective (see chart at 2.11)

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	80 to 88% of students meet the Student Learning Objective (see chart at 2.11)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	68-79% of students meet the Student Learning Objective (see chart at 2.11)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	67% or less of students meet the Student Learning Objective (see chart at 2.11)

2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. 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	Star Early Literacy, Star Math
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Star Early Literacy, Star Math
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Star Early Literacy, Star Math

	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.	Teachers, in collaboration with principals will use prior academic history and pre-assessment baseline data to establish individual student growth targets. HEDI will be awarded by the percentage of students meeting or exceeding their growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	89% or more of students will meet or exceed the student learning objective (see chart at 2.11)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	80 to 88% of students meet the Student Learning Objective (see chart at 2.11)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	68-79% of students meet the Student Learning Objective (see chart at 2.11)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	67% or less of students meet the Student Learning Objective (see chart at 2.11)

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	District Created 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	District Created 7th Grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers, in collaboration with principals will use prior academic history and pre-assessment baseline data to establish individual student growth targets. HEDI will be awarded by the percentage of students meeting or exceeding their growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	89% or more of students will meet or exceed the student learning objective (see chart at 2.11)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	80 to 88% of students meet the Student Learning Objective (see chart at 2.11)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	68-79% of students meet the Student Learning Objective (see chart at 2.11)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	67% or less of students meet the Student Learning Objective (see chart at 2.11)

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	District Created 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	District Created 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	District Created 8th Grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers, in collaboration with principals will use prior academic history and pre-assessment baseline data to establish individual student growth targets. HEDI will be awarded by the percentage of students meeting or exceeding their growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	89% or more of students will meet or exceed the student learning objective

	(see chart at 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	80 to 88% of students meet the Student Learning Objective (see chart at 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	68-79% of students meet the Student Learning Objective (see chart at 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	67% or less of students meet the Student Learning Objective (see chart at 2.11)

2.6) High School Social Studies Regents Courses

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

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

	Assessment
Global 1 District, regional, or BOCES-developed assessment	District Created Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers, in collaboration with principals will use prior academic history and pre-assessment baseline data to establish individual student growth targets. HEDI will be awarded by the percentage of students meeting or exceeding their growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	89% or more of students will meet or exceed the student learning objective (see chart at 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	80 to 88% of students meet the Student Learning Objective (see chart at 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	68-79% of students meet the Student Learning Objective (see chart at 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	67% or less of students meet the Student Learning Objective (see chart at 2.11)

2.7) High School Science Regents Courses

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

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

Science Regents Courses	Assessment
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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.	Teachers, in collaboration with principals will use prior academic history and pre-assessment baseline data to establish individual student growth targets. HEDI will be awarded by the percentage of students meeting or exceeding their growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	89% or more of students will meet or exceed the student learning objective (see chart at 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	80 to 88% of students meet the Student Learning Objective (see chart at 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	68-79% of students meet the Student Learning Objective (see chart at 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	67% or less of students meet the Student Learning Objective (see chart at 2.11)

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1 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.	Teachers, in collaboration with principals will use prior academic history and pre-assessment baseline data to establish individual student growth targets. HEDI will be awarded by the percentage of students meeting or exceeding their growth target. For Algebra 1, the district will only offer the Common Core Algebra Regents Exam. For Geometry, the district will offer
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both the 2005 Geometry Regents as well as the Common Core Geometry Regents. The higher of the two scores will be utilized in calculating the HEDI rating.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	89% or more of students will meet or exceed the student learning objective (see chart at 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	80 to 88% of students meet the Student Learning Objective (see chart at 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	68-79% of students meet the Student Learning Objective (see chart at 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	67% or less of students meet the Student Learning Objective (see chart at 2.11)

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	District Created 9th Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	District Created 10th Grade ELA Assessment
Grade 11 ELA	Regents assessment	Comprehensive/Common Core 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.	Teachers, in collaboration with principals will use prior academic history and pre-assessment baseline data to establish individual student growth targets. HEDI will be awarded by the percentage of students meeting or exceeding their growth target. Both the Comprehensive and Common Core ELA Regents will be administered and teachers will use the higher of the two assessment scores for APPR purposes so long as permitted by NYSED.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	89% or more of students will meet or exceed the student learning objective (see chart at 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	80 to 88% of students meet the Student Learning Objective (see chart at 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	68-79% of students meet the Student Learning Objective (see chart at 2.11)

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

67% or less of students meet the Student Learning Objective (see chart at 2.11)

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above". 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
LOTE	District, Regional or BOCES-developed	District Created or BOCES Created LOTE Course Specific Exam
Family & Consumer Science	District, Regional or BOCES-developed	District Course Specific Created FACS Course Specific Assessment
Art	District, Regional or BOCES-developed	District Course Specific Created Art Assessment
Music	District, Regional or BOCES-developed	District Course Specific Created Music Assessment
Technology	District, Regional or BOCES-developed	District Course Specific Created Technology Assessment
Physical Education	District, Regional or BOCES-developed	District Course Specific Created Physical Education Assessment
Health	District, Regional or BOCES-developed	District Course Specific Created Health Assessment
Library/Media Specialist	District, Regional or BOCES-developed	District Course Specific Created Assessment Library/Media

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers, in collaboration with principals will use prior academic history and pre-assessment baseline data to establish individual student growth targets. HEDI will be awarded by the percentage of students meeting or exceeding their growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	89% or more of students will meet or exceed the student learning objective (see chart at 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	80 to 88% of students meet the Student Learning Objective (see chart at 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	68-79% of students meet the Student Learning Objective (see chart at 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	67% or less of students meet the Student Learning Objective (see chart at 2.11)

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/1591019-TXEttx9bQW/Teacher score out of 20 2.11.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.

No Controls

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked

2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
2.14) Assurances 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
2.14) Assurances 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 Tuesday, April 30, 2013

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. 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	6(ii) School wide measure computed locally	3rd, 4th, 5th, Grade NYS ELA and Math Assessments
5	6(ii) School wide measure computed locally	3rd, 4th, 5th, Grade NYS ELA and Math Assessments
6	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common English Language Arts
7	6(ii) School wide measure computed locally	6th, 7th and 8th Grade NYS ELA and Math Assessments, NYS Regents Examinations in; Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
8	6(ii) School wide measure computed locally	6th, 7th and 8th Grade NYS ELA and Math Assessments, NYS Regents Examinations in; Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts

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 plan uses the change in the building-wide average of the percentage of students passing (Level 3 or higher/65 or higher) state assessments during the current school year compared to the prior school year. K-5 Teachers will be rated using 3rd-5th grade New York State Assessments in ELA and Math. 6-8 teachers will be rated using a combination of 6th, 7th and 8th grade State Assessments in ELA and Math as well as NYS Regents examinations in; Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts. Both the Comprehensive and Common Core ELA Regents will be administered and teachers will use the higher of the two assessment scores for APPR purposes so long as permitted by NYSED.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	3rd, 4th, 5th, Grade NYS ELA and Math Assessments
5	6(ii) School wide measure computed locally	3rd, 4th, 5th, Grade NYS ELA and Math Assessments
6	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts
7	6(ii) School wide measure computed locally	6th, 7th and 8th Grade NYS ELA and Math Assessments, NYS Regents Examinations in; Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts
8	6(ii) School wide measure computed locally	6th, 7th and 8th Grade NYS ELA and Math Assessments, NYS Regents Examinations in; Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>The plan uses the change in the building-wide average of the percentage of students passing (Level 3 or higher/65 or higher) state assessments during the current school year compared to the prior school year. K-5 Teachers will be rated using 3rd-5th grade New York State Assessments in ELA and Math. 6-8 teachers will be rated using a combination of 6th, 7th and 8th grade State Assessments in ELA and Math as well as NYS Regents examinations in; Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts. Both the Comprehensive and Common Core ELA Regents will be administered and teachers will use the higher of the two assessment scores for APPR purposes so long as permitted by NYSED.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in Task 3.3</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in Task 3.3</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in Task 3.3</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in Task 3.3</p>

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/12149/1591020-rhJdBgDruP/Warsaw Present Change Chart 3.3 and 3.13.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
K	6(ii) School-wide measure computed locally	3rd, 4th, 5th, Grade NYS ELA and Math Assessments
1	6(ii) School-wide measure computed locally	3rd, 4th, 5th, Grade NYS ELA and Math Assessments
2	6(ii) School-wide measure computed locally	3rd, 4th, 5th, Grade NYS ELA and Math Assessments
3	6(ii) School-wide measure computed locally	3rd, 4th, 5th, Grade NYS ELA and Math Assessments

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 plan uses the change in the building-wide average of the percentage of students passing (Level 3 or higher/65 or higher) state assessments during the current school year compared to the prior school year. K-5 Teachers will be rated using 3rd-5th grade NYS State Assessments in ELA and Math..
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	3rd, 4th, 5th, Grade NYS ELA and Math Assessments
1	6(ii) School-wide measure computed locally	3rd, 4th, 5th, Grade NYS ELA and Math Assessments
2	6(ii) School-wide measure computed locally	3rd, 4th, 5th, Grade NYS ELA and Math Assessments
3	6(ii) School-wide measure computed locally	3rd, 4th, 5th, Grade NYS ELA and Math Assessments

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 plan uses the change in the building-wide average of the percentage of students passing (Level 3 or higher/65 or higher) state assessments during the current school year compared to the prior school year. K-5 Teachers will be rated using 3rd-5th grade NYS State Assessments in ELA and Math.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3

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

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
7	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
8	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts

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 plan uses the change in the building-wide average of the percentage of students passing (Level 3 or higher/65 or higher) state assessments during the current school year compared to the prior school year. K-5 Teachers will be rated using 3rd-5th grade New York State Assessments in ELA and Math. 6-8 teachers will be rated using a combination of 6th, 7th and 8th grade State Assessments in ELA and Math as well as NYS Regents examinations in; Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts. Both the Comprehensive and Common Core ELA Regents will be administered and teachers will use the higher of the two assessment scores for APPR purposes so long as permitted by NYSED.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	See upload in Task 3.3

grade/subject.

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

See upload in Task 3.3

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

See upload in Task 3.3

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
7	6(i) School-wide measure based on State-provided measure	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
8	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts

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 plan uses the change in the building-wide average of the percentage of students passing (Level 3 or higher/65 or higher) state assessments during the current school year compared to the prior school year. K-5 Teachers will be rated using 3rd-5th grade New York State Assessments in ELA and Math. 6-8 teachers will be rated using a combination of 6th, 7th and 8th grade State Assessments in ELA and Math as well as NYS Regents examinations in; Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts. Both the Comprehensive and Common Core ELA Regents will be administered and teachers will use the higher of the two assessment scores for APPR purposes so long as permitted by NYSED.

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

See upload in Task 3.3

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

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
Global 2	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
American History	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts

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 plan uses the change in the building-wide average of the percentage of students passing (Level 3 or higher/65 or higher) state assessments during the current school year compared to the prior school year. K-5 Teachers will be rated using 3rd-5th grade New York State Assessments in ELA and Math. 6-8 teachers will be rated using a combination of 6th, 7th and 8th grade State Assessments in ELA and Math as well as NYS Regents examinations in; Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts. Both the Comprehensive and Common Core ELA Regents will be administered and teachers will use the higher of the two assessment scores for APPR purposes so long as permitted by NYSED.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
Earth Science	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
Chemistry	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
Physics	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts

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	The plan uses the change in the building-wide average of the percentage of students passing (Level 3 or higher/65 or higher) state assessments during the current school year compared to the
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

3.13, below.

prior school year. K-5 Teachers will be rated using 3rd-5th grade New York State Assessments in ELA and Math. 6-8 teachers will be rated using a combination of 6th, 7th and 8th grade State Assessments in ELA and Math as well as NYS Regents examinations in; Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts. Both the Comprehensive and Common Core ELA Regents will be administered and teachers will use the higher of the two assessment scores for APPR purposes so long as permitted by NYSED.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
Geometry	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
Algebra 2	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts

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 plan uses the change in the building-wide average of the percentage of students passing (Level 3 or higher/65 or higher) state assessments during the current school year compared to the prior school year. K-5 Teachers will be rated using 3rd-5th grade New York State Assessments in ELA and Math. 6-8 teachers will be rated using a combination of 6th, 7th and 8th grade State Assessments in ELA and Math as well as NYS Regents examinations in; Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts. Both the Comprehensive and Common Core ELA Regents will be administered and teachers will use the higher of the two assessment scores for APPR purposes so long as permitted by NYSED.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
Grade 10 ELA	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
Grade 11 ELA	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts

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 plan uses the change in the building-wide average of the percentage of students passing (Level 3 or higher/65 or higher) state assessments during the current school year compared to the prior school year. K-5 Teachers will be rated using 3rd-5th grade New York State Assessments in ELA and Math. 6-8 teachers will be rated using a combination of 6th, 7th and 8th grade State Assessments in ELA and Math as well as NYS Regents examinations in; Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts. Both the Comprehensive and Common Core ELA Regents will be administered and teachers will use the higher of the two assessment scores for APPR purposes so long as permitted by NYSED.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3

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-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
LOTE	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
Family & Consumer Science	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography,

		United States History and Government, Comprehensive/Common Core English Language Arts
Art	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
Music	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
Technology	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
Physical Education	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts
Health	6(ii) School wide measure computed locally	6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The plan uses the change in the building-wide average of the percentage of students passing (Level 3 or higher/65 or higher) state assessments during the current school year compared to the prior school year. K-5 Teachers will be rated using 3rd-5th grade New York State Assessments in ELA and Math. 6-8 teachers will be rated using a combination of 6th, 7th and 8th grade State Assessments in ELA and Math as well as NYS Regents examinations in; Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts. Both the Comprehensive and Common Core ELA Regents will be administered and teachers will use the higher of the two assessment scores for APPR purposes so long as permitted by NYSED.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in Task 3.3

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

See upload in Task 3.3

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

See upload in Task 3.3

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1591020-y92vNseFa4/Warsaw Present Change Chart 3.3 and 3.13.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.

Students will be given accommodation as outline in his or her Individual Educational Plan and/or 504 plan. English Language Students may be provided interpretive services as appropriate.

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers are receiving a score on a group metric. All teachers will fall into either K-5,6-12

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked

3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked
3.16) Assurances 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
3.16) Assurances 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 Tuesday, April 30, 2013

Updated Thursday, December 04, 2014

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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.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching
---------------------------------------	------------------------------------

Second Rubric, if applicable	(No response)
------------------------------	---------------

4.2) Points Within Other Measures

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

Yes

If you checked "no" above, fill in the group of teachers covered 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	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	

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)

4.3) Survey Tools (if applicable)

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

(No response)

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

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)
[SurveyTools.4] 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:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

60 points will come from classroom observations assigned by the use of the Danielson rubric

How the 60% of your yearly Composite Score will be calculated:

-Each observation and the Domain 4 Meeting will receive an average rating of each Danielson component that is observed/discussed during observations and meetings. From each observation and meeting your scores (each ranging from 1 to 4) will be averaged together and then converted using the scale below. The only exception to this is if a tenured teacher chooses Option A. If you choose Option A, your formal observation score will be added three times into the average.

Option A:

1 Formal Observation - 30 points

1 Walk Through (10-15 Minutes) 15 points

Professional Meeting by the last day of the school year 15 points

Total 60 points

Option B: Points

3 Walk Through (10-15 Minutes Each at 15 Points Each) 45 points

Professional Meeting by the last day of the school year 15 points

Total 60 points

Non-tenured teachers shall have two formal observations and three walk-through observations that shall account for 50 of the 60 points with the remaining 10 points being determined in the same manner as done for tenured teachers and described above. Non-tenured teachers shall be as follows:

Non-tenured Observations:

Observation Type

2 Formal Observations (10 Points Each) 20 points

3 Walk Through (10-15 Minutes Each at 10 Points Each) 30 points

Professional Meeting by the last day of the school year 10 points

Total 60 points

When compiling the final score rounding rules will apply unless the rounding changes the HEDI rating

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

assets/survey-uploads/12179/1591021-eka9yMJ855/REVISED APPR 8-21-14 Average and Composite Score Scale.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.	Teachers who score 3.5 - 4.0 as outline above will have an overall scoring range of 59-60 based on the conversion chart attached under 4.5 above. Rounding rules apply.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers who score 2.5-3.4 as outline above will have an overall scoring range of 57-58 based on the conversion chart attached under 4.5 above. Rounding rules apply.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers who score 1.5-2.4 as outline above will have an overall scoring range of 50-56 based on the conversion chart attached under 4.5 above. Rounding rules apply.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers who score 1.0-1.4 as outline above will have an overall scoring range of 0-49 based on the conversion chart attached under 4.5 above. Rounding rules apply.

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	3
Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	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?

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, October 28, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Monday, November 24, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/154515-Df0w3Xx5v6/TIP Form.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

Appeals of Annual Professional Performance Reviews are limited to those that receive an annual composite rating of Ineffective or Developing only. A teacher CANNOT appeal a rating of Effective or Highly Effective. Appeals are limited to the following subjects:

- the substance of the APPR and rating given
- the district's adherence to the standards and methodologies required for such reviews
- adherence to the commissioner's regulations
- the district's compliance with its procedures for conducting the APPR
- the school district's issuance or implementation of the terms of the Teacher Improvement Plan under Education Law 3012-c

If a teacher receives an Ineffective or Developing rating, he or she may file only one appeal. All points for appeal must be written in one document. All appeals must be submitted in writing within 15 school days following the beginning of the school year, or by September 21, whichever is later. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her annual composite score. The teacher must also provide any additional documents or materials relevant to the appeal.

Within 15 school days of the receipt of an appeal, the Superintendent must hold a meeting with the person filing the appeal. The person filing the appeal may request the presence of union representatives at this meeting.

The final decision of the appeal will be made by the superintendent of schools or the superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The response must include any and all additional documents or written materials specific to the points of disagreement. This written document must be submitted to the teacher appealing their rating, as well as the Warsaw Educator's Association President. All appeal decisions made by the superintendent, or superintendent's designee are final.

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.

All administrators are participating in training and will be certified and re-certified through Regional/BOCES, neighboring BOCES, LEAF, as well as collaborative team review and analysis for inter-rater reliability at regular meetings. In addition, the administrative team views model lessons, and teaching/school simulations for consistency. A plan for evaluators to jointly conduct observations and meetings is in place to insure inter-rater reliability.

Each administrator is utilizing a record sheet to track and document training and development in the nine criteria areas. 5-8 days are being devoted to training and discussions analyzing new learning and information received.

Each of the 9 criteria (Regents Rules, Section 30-2.9) are and will be continually reviewed at bimonthly meetings on a rotating basis. Attendance at regular local and regional meetings/training for development will provide on-going and yearly re-certification opportunities.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Tuesday, December 09, 2014

Page 1

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

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

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

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

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

PK-5
6-12

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

Please check the boxes below:

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

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

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

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

State assessments, required if one exists
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms
 List of State-approved 3rd party assessments

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

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
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.	Not Applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable

Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test). Not Applicable

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

None

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures 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
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7.6) Assurances -- Comparable Growth Measures 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
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8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, December 11, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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
PK-5	(d) measures used by district for teacher evaluation	3rd, 4th, 5th Grade NYS ELA and Math Assessments
6-12	(d) measures used by district for teacher evaluation	6th, 7th and 8th Grade NYS ELA and Math Assessments and the NYS Regents examinations in Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts

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 plan uses the change in the building-wide average of the percentage of students passing (Level 3 or higher/65 or higher) state assessments during the current school year compared to the prior school year. K-5 Principals will be rated using 3rd-5th grade New York State Assessments in ELA and Math. 6-12 Principals will be rated using a combination of 6th, 7th and 8th grade State Assessments in ELA and Math as well as NYS Regents examinations in; Common Core Algebra, Living Environment, Global History and Geography, United States History and Government, Comprehensive/Common Core English Language Arts. Both the Comprehensive and Common Core ELA Regents will be administered and teachers will use the higher of the two assessment scores for APPR purposes so long as permitted by NYSED.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or	See upload

achievement for grade/subject.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload
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Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload
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Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload
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If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word)

(No response)

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

assets/survey-uploads/12190/1591025-qBFVOWF7fC/Warsaw Present Change Chart 3.3 and 3.13.docx

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

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.

None

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:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
8.5) Assurances 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
8.5) Assurances 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 Tuesday, April 30, 2013

Updated Monday, November 24, 2014

Page 1

9.1) Principal Practice Rubric

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

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

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

A. The Multidimensional Principal Performance Rubric shall be used as the principal practice rubric.
 B. The principal practice rubric will be assigned 60 points of the total sixty points for Other Measures.
 C. The total number of assigned points shall be allocated to the domains/standards in the rubric as follows:
 • Domain 1-Shared Vision of Learning: 10 points (HE-10); E-9-7 D-6-4; IE -3-0
 • Domain 2-School Culture and Instructional Program: 20 points (HE -20-18); E - 17-9; D-8-3; I2-0
 • Domain 3-Safe, Efficient, Effective Learning Environment: 10 points (HE-10); E-9-7 D-6-4; IE -3-0
 • Domain 4-Community: 5 points (HE-5); E-4-3; D-2; I-1-0
 • Domain 5-Integrity, Fairness, and Ethics: 10 points (HE-10); E-9-7 D-6-4; IE -3-0
 • Domain 6-Political, Social, Economic, Legal and Cultural Context: 5 points (HE-5); E-4-3; D-2; I-1-0
 Points will be totaled 0-60. Each domain will be scored holistically based upon all evidence collected across multiple school visits.
 D. The Superintendent shall meet with principals as a group prior to the opening of school to discuss and share with the principals the expected evidence for each rating of each domain in the Rubric in accordance with the State issued Standards.
 Points will be assigned based on at least two school visits, one which will be unannounced.

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.

(No response)

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

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

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Tuesday, October 28, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, December 09, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/1591028-Df0w3Xx5v6/Principal Improvement Plan Form upload 11.2.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:

VII. Appeals Process

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

1. The substance of the annual professional performance review;
2. The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such

reviews;

3. The adherence to the Commissioner's regulations, as applicable to such reviews;

4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and

5. The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.

B. Appeals of annual professional performance reviews for tenured principals may be brought for ineffective, developing or any rating tied to compensation. Appeals of annual professional performance reviews for non-tenured principals may be brought for ineffective or any rating tied to compensation.

C. 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.

D. The burden shall be on the principals to establish evidence that the rating given was not justified or that an improvement plan was inappropriately issued and/or implemented.

E. All appeals shall be filed in writing and submitted to the Superintendent's Office with receipt provided by the Superintendent's Office.

F. An appeal of a 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.

G. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with 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.

H. When filing an appeal, the principal must submit a written description of the specific areas of 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.

I. 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.

J. Within five (5) business days of the district's response, a single individual hearing officer shall be mutually chosen by the Superintendent and Association President from a list of hearing officers approved by the BOCES served by the District. In the event that the BOCES does not maintain a list of approved hearing officers, the Superintendent and Association President shall at the beginning of the school year mutually agree upon no less than two and no more than four hearing officers. The hearing officer for a specific appeal hearing will be assigned by lottery from this list.

K. The hearing officer shall review the documents submitted by the principal and the District in a timely and expeditious fashion. The appeal shall be based on the written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the District's response to the appeal and any additional documentary evidence submitted with such response papers.

L. A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the review of the documents. Such decision shall be a final administrative decision. 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 or set aside a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

M. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a 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.

N. If the appeal is denied, the District and principal shall share the cost of the hearing officer provided that the total cost does not exceed \$400. If the appeal is sustained, the District shall pay the cost of the hearing officer.

O. 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 an appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.

P. 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 her/his 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.

The Superintendent conducting the evaluation shall participate in training, certification and re-certification through Regional/BOCES, neighboring BOCES, LEAF, as well as collaborative team review and analysis for inter-rater reliability at regular meetings.

The Superintendent is utilizing a record sheet to track and document training and development in the nine criteria areas. 5-8 days devoted to training and discussions analyzing new learnings and information received.

Each of the 9 criteria (Regents Rules Section 30-2.9) are and will be continually reviewed. Attendance at regular local and regional meetings/trainings for development will provide on-going and yearly recertification opportunity

The Board of Education will certify the Superintendent as the Lead Evaluator upon completion of training and regularly recertify the Superintendent.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Wednesday, December 17, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/1591029-3Uqgn5g9Iu/APPR Signature Pages Dec 17 2014.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.

	Teacher score out of 20	Percentage of Students who met the SLO Target Goal
Highly Effective	20	97%-100%
	19	93%-96%
	18	89%-92%
Effective	17	88%
	16	87%
	15	86%
	14	85%
	13	84%
	12	83%
	11	82%
	10	81%
	9	80%
Developing	8	78%-79%
	7	76%-77%
	6	74%-75%
	5	72%-73%
	4	70%-71%
	3	68%-69%
Ineffective	2	57%-67%
	1	46%-56%
	0	0%-45%

20 point scale

HEDI Category	HEDI Points	Percent Change
Highly effective	20	5 or more
Highly effective	19	4
Highly effective	18	3
Effective	17	2
Effective	16	1
Effective	15	0
Effective	14	-1
Effective	13	-2
Effective	12	-3
Effective	11	-4
Effective	10	-5
Effective	9	-6
Developing	8	-7
Developing	7	-8
Developing	6	-9
Developing	5	-10
Developing	4	-11
Developing	3	-12
Ineffective	2	-13
Ineffective	1	-14
Ineffective	0	-15 or less

15 point scale– *For use when the Value-Added Model is implemented.*

HEDI Category	HEDI Points	Percent Change
Highly effective	15	3 or more
Highly effective	14	2
Effective	13	1
Effective	12	0
Effective	11	-1
Effective	10	-2
Effective	9	-3
Effective	8	-4
Developing	7	-5
Developing	6	-6
Developing	5	-7
Developing	4	-8
Developing	3	-9
Ineffective	2	-10
Ineffective	1	-11
Ineffective	0	-12 or less

20 point scale

HEDI Category	HEDI Points	Percent Change
Highly effective	20	5 or more
Highly effective	19	4
Highly effective	18	3
Effective	17	2
Effective	16	1
Effective	15	0
Effective	14	-1
Effective	13	-2
Effective	12	-3
Effective	11	-4
Effective	10	-5
Effective	9	-6
Developing	8	-7
Developing	7	-8
Developing	6	-9
Developing	5	-10
Developing	4	-11
Developing	3	-12
Ineffective	2	-13
Ineffective	1	-14
Ineffective	0	-15 or less

15 point scale– *For use when the Value-Added Model is implemented.*

HEDI Category	HEDI Points	Percent Change
Highly effective	15	3 or more
Highly effective	14	2
Effective	13	1
Effective	12	0
Effective	11	-1
Effective	10	-2
Effective	9	-3
Effective	8	-4
Developing	7	-5
Developing	6	-6
Developing	5	-7
Developing	4	-8
Developing	3	-9
Ineffective	2	-10
Ineffective	1	-11
Ineffective	0	-12 or less

-Note Regarding Observation Write-Ups and Subsequent Observations: After the evaluator has returned the completed observation form (walk-through or formal), the teacher has three school days to read, sign and return the form to the evaluator. This signature indicates that you have read and acknowledged the observation remarks. Only after the teacher has received feedback and signed the observation form (within the three school day time frame) can an evaluator conduct another observation. This will provide the teacher with feedback regarding their observation, time to reflect and adjust instruction if needed before another observation occurs. A teacher cannot be observed again without feedback from a prior observation.

-Explanation of the Domain Four Meeting

-Because Domain 4 of the Revised Danielson Framework for Teaching cannot be assessed fully via classroom observations, each teacher will meet with their evaluator to discuss the components of this Domain. These meetings are intended to be a conversation between administrator and teacher. Teachers are strongly encouraged to bring evidence of Domain 4 components to the meeting. This is **NOT** a portfolio assignment, but rather a chance to show evidence as it relates to the components of Domain Four. During this meeting, your evaluator will collect information in order to fill out the Domain 4 meeting form (see forms that follow). All Domain 4 meetings must be completed by the last day of the school year.

-How the Other Measures Score will be calculated:

-Each observation and the Domain 4 Meeting will receive an average rating of each Danielson component that is observed/discussed during observations and meetings. From each observation and meeting your scores (each ranging from 1 to 4) will be averaged together and then converted using the scale below. The only exception to this is if a tenured teacher chooses Option A. If you choose Option A, your formal observation score will represent 30 points (50%) of the other measures score and the walk-through observation and Domain Four meeting are each worth 15 points (25%) of the other measures score.

	Total Average Score of all Observations and Domain 4 Meeting	Conversion Scores for the Overall Composite Score
Highly Effective	4	60.25 (round to 60)
	3.9	60
	3.8	59.8
	3.7	59.5
	3.6	59.3
	3.5	59
Effective	3.4	58.8
	3.3	58.6
	3.2	58.4
	3.1	58.2
	3	58
	2.9	57.8
	2.8	57.6
	2.7	57.4
	2.6	57.2
	2.5	57
Developing	2.4	56.3
	2.3	55.6
	2.2	54.9
	2.1	54.2
	2	53.5
	1.9	52.8
	1.8	52.1
	1.7	51.4
	1.6	50.7
	1.5	50

Ineffective	1.400	49
	1.392	48
	1.383	47
	1.375	46
	1.367	45
	1.358	44
Ineffective	1.350	43
	1.342	42
	1.333	41
	1.325	40
	1.317	39
	1.308	38
	1.300	37
	1.292	36
	1.283	35
	1.275	34
	1.267	33
	1.258	32
	1.250	31
	1.242	30
	1.233	29
	1.225	28
	1.217	27
	1.208	26
	1.200	25
	1.192	24
	1.185	23
	1.177	22
	1.169	21
	1.162	20
	1.154	19
	1.146	18
	1.138	17
	1.131	16
	1.123	15
	1.115	14
	1.108	13
	1.100	12
	1.092	11
	1.083	10
1.075	9	
1.067	8	
1.058	7	
1.050	6	
1.042	5	
1.033	4	
1.025	3	
1.017	2	
1.008	1	
1.000	0	

* Average Rubric score is the minimum score necessary to achieve the corresponding HEDI pt.

-Note Regarding Observation Write-Ups and Subsequent Observations: After the evaluator has returned the completed observation form (walk-through or formal), the teacher has three school days to read, sign and return the form to the evaluator. This signature indicates that you have read and acknowledged the observation remarks. Only after the teacher has received feedback and signed the observation form (within the three school day time frame) can an evaluator conduct another observation. This will provide the teacher with feedback regarding their observation, time to reflect and adjust instruction if needed before another observation occurs. A teacher cannot be observed again without feedback from a prior observation.

-Explanation of the Domain Four Meeting

-Because Domain 4 of the Revised Danielson Framework for Teaching cannot be assessed fully via classroom observations, each teacher will meet with their evaluator to discuss the components of this Domain. These meetings are intended to be a conversation between administrator and teacher. Teachers are strongly encouraged to bring evidence of Domain 4 components to the meeting. This is **NOT** a portfolio assignment, but rather a chance to show evidence as it relates to the components of Domain Four. During this meeting, your evaluator will collect information in order to fill out the Domain 4 meeting form (see forms that follow). All Domain 4 meetings must be completed by the last day of the school year.

-How the Other Measures Score will be calculated:

-Each observation and the Domain 4 Meeting will receive an average rating of each Danielson component that is observed/discussed during observations and meetings. From each observation and meeting your scores (each ranging from 1 to 4) will be averaged together and then converted using the scale below. The only exception to this is if a tenured teacher chooses Option A. If you choose Option A, your formal observation score will represent 30 points (50%) of the other measures score and the walk-through observation and Domain Four meeting are each worth 15 points (25%) of the other measures score.

	Total Average Score of all Observations and Domain 4 Meeting	Conversion Scores for the Overall Composite Score
Highly Effective	4	60.25 (round to 60)
	3.9	60
	3.8	59.8
	3.7	59.5
	3.6	59.3
	3.5	59
Effective	3.4	58.8
	3.3	58.6
	3.2	58.4
	3.1	58.2
	3	58
	2.9	57.8
	2.8	57.6
	2.7	57.4
	2.6	57.2
	2.5	57
Developing	2.4	56.3
	2.3	55.6
	2.2	54.9
	2.1	54.2
	2	53.5
	1.9	52.8
	1.8	52.1
	1.7	51.4
	1.6	50.7
	1.5	50

Ineffective	1.400	49
	1.392	48
	1.383	47
	1.375	46
	1.367	45
	1.358	44
Ineffective	1.350	43
	1.342	42
	1.333	41
	1.325	40
	1.317	39
	1.308	38
	1.300	37
	1.292	36
	1.283	35
	1.275	34
	1.267	33
	1.258	32
	1.250	31
	1.242	30
	1.233	29
	1.225	28
	1.217	27
	1.208	26
	1.200	25
	1.192	24
	1.185	23
	1.177	22
	1.169	21
	1.162	20
	1.154	19
	1.146	18
	1.138	17
	1.131	16
	1.123	15
	1.115	14
	1.108	13
	1.100	12
	1.092	11
	1.083	10
1.075	9	
1.067	8	
1.058	7	
1.050	6	
1.042	5	
1.033	4	
1.025	3	
1.017	2	
1.008	1	
1.000	0	

* Average Rubric score is the minimum score necessary to achieve the corresponding HEDI pt.

Teacher Improvement Plan (TIP) Form

(To be completed jointly by the teacher and the administrator)

Name: _____

School: _____

TIP is based on composite score from _____ school year →

Grade/Subject: _____

School year TIP will be implemented: _____ →

Grade/Subject: _____

Date of initial TIP conference: _____

Date(s) of Follow-up Meeting(s): _____

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (Description of Steps to be taken)	TIMELINE	EVIDENCE OF PROGRESS

Teacher Comments:

Administrator Comments:

<p style="text-align: center;">-To be signed when Teacher Improvement Plan is initiated:</p> <p>Teacher Signature: _____ Date _____</p> <p>Union Representative Signature: _____ Date _____</p> <p>Administrator Signature: _____ Date _____</p> <p>Superintendent Signature: _____ Date _____</p>	<p style="text-align: center;">Action Steps Completed</p> <p style="text-align: center;">CIRCLE: YES NO</p> <p>Teacher Initials/Date: _____</p> <p>Union Rep Initials/Date: _____</p> <p>Admin. Initials/Date: _____</p> <p>Super. Initials/Date: _____</p>	<p style="text-align: center;">Satisfactory Progress</p> <p style="text-align: center;">CIRCLE: YES NO</p> <p>Teacher Initials/Date: _____</p> <p>Union Rep Initials/Date: _____</p> <p>Admin. Initials/Date: _____</p> <p>Super. Initials/Date: _____</p>
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20 point scale

HEDI Category	HEDI Points	Percent Change
Highly effective	20	5 or more
Highly effective	19	4
Highly effective	18	3
Effective	17	2
Effective	16	1
Effective	15	0
Effective	14	-1
Effective	13	-2
Effective	12	-3
Effective	11	-4
Effective	10	-5
Effective	9	-6
Developing	8	-7
Developing	7	-8
Developing	6	-9
Developing	5	-10
Developing	4	-11
Developing	3	-12
Ineffective	2	-13
Ineffective	1	-14
Ineffective	0	-15 or less

15 point scale– *For use when the Value-Added Model is implemented.*

HEDI Category	HEDI Points	Percent Change
Highly effective	15	3 or more
Highly effective	14	2
Effective	13	1
Effective	12	0
Effective	11	-1
Effective	10	-2
Effective	9	-3
Effective	8	-4
Developing	7	-5
Developing	6	-6
Developing	5	-7
Developing	4	-8
Developing	3	-9
Ineffective	2	-10
Ineffective	1	-11
Ineffective	0	-12 or less

Principal Improvement Plan (PIP) Form

(To be completed jointly by the principal and the superintendent)

Name: _____
 PIP is based on composite score from _____ school year _____ →
 School year PIP will be implemented: _____ →
 Date of initial PIP conference: _____

School: _____
 Grade/Subject: _____
 Grade/Subject: _____
 Date(s) of Follow-up Meeting(s): _____

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (Description of Steps to be taken)	TIMELINE	EVIDENCE OF PROGRESS

Principal Comments:

Superintendent Comments:

<p style="text-align: center;">-To be signed when Principal Improvement Plan is initiated:</p> <p>Principal Signature: _____ Date _____</p> <p>Superintendent Signature: _____ Date _____</p>	<p style="text-align: center;">Action Steps Completed</p> <p style="text-align: center;">CIRCLE: YES NO</p> <p>Princ. Initials/Date: _____</p> <p>Super. Initials/Date: _____</p>	<p style="text-align: center;">Satisfactory Progress</p> <p style="text-align: center;">CIRCLE: YES NO</p> <p>Princ.. Initials/Date: _____</p> <p>Super. Initials/Date: _____</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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.

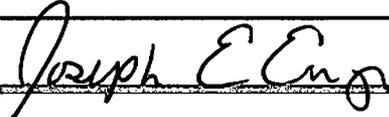
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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

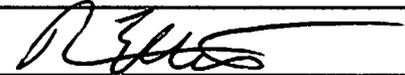
Superintendent Signature: Date: 12.17.14

 _____

Teachers Union President Signature: Date: 12/17/14

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Administrative Union President Signature: Date: 12/17/14

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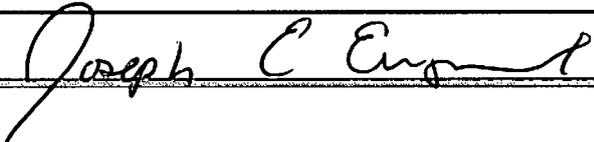
Board of Education President Signature: Date: 12-17-14

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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: 12-17-14

A rectangular box containing a handwritten signature in cursive script that reads "Joseph C. Ewing".