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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March 4, 2014

Revised

Roberta Greene, Superintendent
Washingtonville Central School District
52 West Main St.
Washingtonville, NY 10992

Dear Superintendent Greene:

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: William Hecht

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

Annual Professional Performance Reviews

Created Friday, January 31, 2014
Updated Tuesday, February 11, 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 : 440102060000

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

440102060000

1.2) School District Name: WASHINGTONVILLE CSD

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

WASHINGTONVILLE CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Friday, January 31, 2014
Updated Friday, February 28, 2014

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:
State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:
District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:
State assessments, *required if one exists*
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments
Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

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

2.2) Grades K-3 ELA

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

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

	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.	WCSD will administer the Measures of Academic Progress (Primary Grades) and the Measures of Academic Progress (ELA) in the fall. NWEA will use these results to set individual targets for the students. A posttest will be given in the spring. NWEA will use these results along with demographic data to develop a VARCC score for each teacher. This VARCC score is a class wide score between 0-20. It will be compared to the HEDI Bands chart appended to give the score the teacher earned in grades K-2. The analyses will be conducted by the value-added research center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. For third grade the Assistant Superintendent for Curriculum and Instruction in consultation with the building principal will set tiered targets for each student for third grade ELA based on Measures of Academic Progress (ELA) pretest

	scores which will be the baseline score. The chart for the HEDI points is uploaded.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded chart in 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded chart in 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded chart in 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded chart in 2.11

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (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.	WCSD will administer the Measures of Academic Progress (Primary Grades) and the Measures of Academic Progress (Math) in the fall. NWEA will use these results to set individual targets for the students. A posttest will be given in the spring. NWEA will use these results along with demographic data to develop a VARCC score for each teacher. This VARCC score is a class wide score between 0-20. It will be compared to the HEDI Bands chart appended to give the score the teacher earned in Grade K-2. The analyses will be conducted by the value-added research center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. For third grade the Assistant Superintendent for Curriculum and Instruction in consultation with the building principal will set tiered targets for each student for third grade math based on Measures of Academic Progress (Math) pretest scores which will be the baseline score. The chart for the HEDI points is uploaded.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded chart in 2.11.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded chart in 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded chart in 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded chart in 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	Washingtonville Central School District Developed Assessment for science grade 6
7	District, regional or BOCES-developed assessment	Washingtonville Central School District Developed Assessment for science grade 7

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Assistant Superintendent for Curriculum and Instruction in consultation with the building principal and the Supervisor of Math and Science will set tiered targets for student growth based on prior performance on the preassessments for grades 6 through 8. The targets are for individual students. The uploaded chart will award points based on the percentage of students who met or exceeded the target. The chart for HEDI points is uploaded.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86% or more of the students met the target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-85% of the students met the target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	60-69% of the students met the target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than 60% of the students met the target.

2.5) Grades 6-8 Social Studies

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

Social Studies	Assessment

6	District, regional or BOCES-developed assessment	Washingtonville Central School District Developed Assessment for social studies for grade 6
7	District, regional or BOCES-developed assessment	Washingtonville Central School District Developed Assessment for social studied for grade 7.
8	District, regional or BOCES-developed assessment	Washingtonville Central School District Developed Assessment for social studies for grade 8.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Assistant Superintendent for Curriculum and Instruction in consultation with the building principal will set tiered targets for individual student growth based on prior performance on the preassessments for grades 6, 7 and 8. The uploaded chart will award points based on the percentage of students who met or exceeded the target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86% or more of the students met the target.
Effective (9 - 17 points) Results meet District goals for similar students.	70-85% of the students met the target.
Developing (3 - 8 points) Results are below District goals for similar students.	60-69% of the students met the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 60% of the students met the target.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Washingtonville Central School District Developed Assessment in Global Studies I

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Assistant Superintendent for Curriculum and Instruction in consultation with the building principal and the Supervisor of English and Social Studies will set individual growth targets based on preassessments. Teachers will receive HEDI points based on the percentage of students meeting or exceeding the target. The HEDI points chart is uploaded.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86% or more of the students met the target.
Effective (9 - 17 points) Results meet District goals for similar students.	70-85% of the students met the target.
Developing (3 - 8 points) Results are below District goals for similar students.	60-69% of the students met the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 60% of the students met the target.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Assistant Superintendent for Curriculum and Instruction in consultation with the building principal and the Supervisor of Science and Mathematics will set individual growth targets based on preassessments. Teachers will receive HEDI points based on the percentage of students meeting or exceeding the target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86% or more of the students met the target.
Effective (9 - 17 points) Results meet District goals for similar students.	70-85% of the students met the target.
Developing (3 - 8 points) Results are below District goals for similar students.	60-69% of the students met the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 60% of the students met the target.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All students will be given the Regents Exam in Math (Common Core). The Assistant Superintendent for Curriculum and Instruction in consultation with the building principal and the Supervisor of Science and Mathematics will set individual growth targets based on the preassessment. Teachers will receive HEDI points based on the percentage of students meeting or exceeding the target. Students enrolled in Common Core Algebra classes may elect to take both NYS Algebra Regents (Common Core) and the NYS Integrated Regents (revised 2005). The higher of the two scores will be used.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86% or more of the students met the target.
Effective (9 - 17 points) Results meet District goals for similar students.	70-85% of the students met the target.
Developing (3 - 8 points) Results are below District goals for similar students.	60-69% of the students met the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 60% of the students met the target.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	Measures of Academic Progress (ELA)
Grade 10 ELA	State approved 3rd party assessment	Measures of Academic Progress (ELA)
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents and/or NYS Regents in ELA (Common Core)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The WCSD will administer the Measures of Academic Progress (ELA) in the fall. NWEA will use these results to set individual targets for the students. A posttest will be given in the spring. NWEA will use these results along with demographic data to develop a VARCC score for each teacher. This VARCC score is a class wide score between 0-20. It will be compared to the HEDI Bands chart appended to give the score the teacher earned. Analyses will be conducted by the value-added research center on NWEA's Measures of Academic Progress Assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. For 11 grade English the Assistant Superintendent for Curriculum and Instruction in consultation with the building principal and the Supervisor of English and Social Studies will set individual growth targets based on the preassessment. Teachers will receive HEDI points based on the percentage of students meeting or exceeding the target. Students enrolled in 11th grade English classes may elect to take both NYS English Regents (Common Core) and the NYS Comprehensive English Regents The higher of the two scores will be used in the calculations..
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86% or more of the students met the target.
Effective (9 - 17 points) Results meet District goals for similar students.	70-85% of the students met the target.
Developing (3 - 8 points) Results are below District goals for similar students.	60-69% of the students met the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 60% of the students met the target.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Elementary Librarians	State-approved 3rd party assessment	Grade specific Measures of Academic Progress (ELA) assessments
LOTE Teachers	District, Regional or BOCES-developed	WSCD developed course specific LOTE assessments.
Health Teachers	District, Regional or BOCES-developed	WSCD developed grade specific assessments.
Physical Educatioon Teachers	District, Regional or BOCES-developed	WSCD grade specific physical education assessments
Music Teachers	District, Regional or BOCES-developed	WCSD developed course specific music assessments
Art Teachers	District, Regional or BOCES-developed	WCSD developed course specific art assessments
Technology Teachers	District, Regional or BOCES-developed	WSCD developed course specific course specific technology assessments
Family and Consumer Science Teachers	District, Regional or BOCES-developed	WCSD developed course specific Family and Consumer Science Assessments
Special Education Teachers whose students take NYSAA	State Assessment	NYSAA
ESL Teacchers	State Assessment	NYSESLAT
Academic Intervention Services Teachers	State-approved 3rd party assessment	Measures of Academic Progress (ELA or Math) grade specific assessments
Non-Regents Social Studies Teachers	District, Regional or BOCES-developed	WCSD developed course specific social studies assessment
Non-Regents English Teachers	District, Regional or BOCES-developed	WCSD developed course specific English assessment
Non-Regents Science Teachers	District, Regional or BOCES-developed	WCSD developed course specific science assessment
Non-Regents Mathematics Teachers	District, Regional or BOCES-developed	WCSD developed course specific mathematics assessment
Special Education Self-Contained Teachers	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades) or (Math or ELA) grade and or subject specific assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Assistant Superintendent for Curriculum and Instruction in consultation with the building principals and appropriate supervisors will set the individual student growth targets targets based on the preassessments. Teachers will receive HEDI points based on the percentage of students meeting or exceeding the target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See chart uplloaded in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	See chart uploaded in 2.11.

Developing (3 - 8 points) Results are below District goals for similar students.	See chart uploaded in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See chart uploaded in 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/12186/965789-TXEtxx9bQW/HEDI Bands APPR for 15 and 20_1.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 response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

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

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA) for Grade 7
8	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA) Grade 8

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 Principals and teachers met to set achievement targets based on pretest scores on the listed assessments. This information was shared with the WTA Union President and the WAA Union President. They met with the Assistant Suoerintendent for Curriculum and Instruction to finalize the target setting process. The chart for assigning HEDI points is uploaded.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86% or more of the studnts will meet the target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of the students will meet the target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-69% of the students will meet the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 60% of the students will meet the target.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (Math) for grade 4
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Math) for grade 5
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Math) for grade 6
7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA) for grade 7
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Math) for grade 8

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The Principals and teachers met to set achievement targets based on pretest scores on the listed assessments. This information was shared with the WTA Union President and the WAA Union President. They met with the Assistant Suoerintendent for Curriculum and Instruction to finalize the target setting process. The chart for assigning HEDI points is uploaded.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86% or more of the studnts will meet the target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of the students will meet the target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-69% of the students will meet the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 60% of the students will meet the target.

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/12149/979282-rhJdBgDruP/HEDI Bands APPR for 15 and 20_1.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.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures if Academic Progress (Primary Grades) for K
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades) for grade 1
2	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA) for grade 2
3	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA) for grade 3

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 Principals and teachers met to set achievement targets based on pretest scores on the listed assessments. This information was shared with the WTA Union President and the WAA Union President. They met with the Assistant Superintendent for Curriculum and Instruction to finalize the target setting process. The chart for assigning HEDI points is uploaded.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86% or more of the studnts will meet the target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of the students will meet the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-69% of the students will meet the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 60% of the students will meet the target.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades) for kindergarten
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades) for grade 1
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Math) for grade 2
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Math) grade 3

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 Principals and teachers met to set achievement targets based on pretest scores on the listed assessments. This information was shared with the WTA Union President and the WAA Union President. They met with the Assistant Superintendent for Curriculum and Instruction to finalize the target setting process. The chart for assigning HEDI points is uploaded.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86% or more of the studnts will meet the target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of the students will meet the target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	60-69% of the students will meet the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 60% of the students will meet the target.

3.6) Grades 6-8 Science

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

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

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 Principals and teachers met to set achievement targets based on pretest scores on the listed assessments. This information was shared with the WTA Union President and the WAA Union President. They met with the Assistant Superintendent for Curriculum and Instruction to finalize the target setting process. The chart for assigning HEDI points is uploaded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86% or more of the studnts will meet the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of the students will meet the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-69% of the students will meet the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 60% of the students will meet the target.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Washingtonville Central School District Developed Assessment in Social Studies for grade 6
7	5) District, regional, or BOCES–developed assessments	Washingtonville Central School District Developed Assessment for social studies for grade 7
8	5) District, regional, or BOCES–developed assessments	Washingtonville Central School District Developed Assessment for social studies for grade 8

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 Principals and teachers met to set achievement targets based on pretest scores on the listed assessments. This information was shared with the WTA Union President and the WAA Union President. They met with the Assistant Superintendent for Curriculum and Instruction to finalize the target setting process. The chart for assigning HEDI points is uploaded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86% or more of the studnts will meet the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of the students will meet the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-69% of the students will meet the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 60% of the students will meet the target.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Washingtonville Central School District Developed Assessment for Global I

Global 2	5) District, regional, or BOCES–developed assessments	Washingtonville Central School District Developed Assessment for Global II
American History	5) District, regional, or BOCES–developed assessments	Washingtonville Central School District Developed Assessment in American History

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 Principals and teachers met to set achievement targets based on pretest scores on the listed assessments. This information was shared with the WTA Union President and the WAA Union President. They met with the Assistant Superintendent for Curriculum and Instruction to finalize the target setting process. The chart for assigning HEDI points is uploaded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86% or more of the studnts will meet the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of the students will meet the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-69% of the students will meet the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 60% of the students will meet the target.

3.9) High School Science

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Principals and teachers met to set achievement targets based on pretest scores on the listed assessments. This information was shared with the WTA Union President and the WAA Union President. They met with the Assistant Superintendent for Curriculum and Instruction to finalize the target setting process. The chart for assigning HEDI points is uploaded.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86% or more of the studnts will meet the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of the students will meet the target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-69% of the students will meet the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 60% of the students will meet the target.

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	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
Geometry	4) State-approved 3rd party assessments	Measures of Academic Proogress (Math)
Algebra 2	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Principals and teachers met to set achievement targets based on pretest scores on the listed assessments. This information was shared with the WTA Union President and the WAA Union President. They met with the Assistant Superintendent for Curriculum and Instruction to finalize the target setting process. The chart for assigning HEDI points is uploaded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86% or more of the studnts will meet the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of the students will meet the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-69% of the students will meet the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 60% of the students will meet the target.

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	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 10 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 11 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Principals and teachers met to set achievement targets based on pretest scores on the listed assessments. This information was shared with the WTA Union President and the WAA Union President. They met with the Assistant Superintendent for Curriculum and Instruction to finalize the target setting process. The chart for assigning HEDI points is uploaded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86% or more of the studnts will meet the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of the students will meet the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-69% of the students will meet the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 60% of the students will meet the target.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Elementary Librarians	4) State-approved 3rd party	Measures of Academic Progress (ELA)
All K-12 teachers who have District developed assessments	5) District/regional/BOCES–developed	Washingtonville Central School District developed assessment for the appropriate subject and grade.

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 Principals and teachers met to set achievement targets based on pretest scores on the listed assessments. This information was shared with the WTA Union President and the WAA Union President. They met with the Assistant Superintendent for Curriculum and Instruction to finalize the target setting process. The chart for assigning HEDI points is uploaded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	86% or more of the studnts will meet the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-85% of the students will meet the target.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-69% of the students will meet the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 60% of the students will meet the target.

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/12149/979282-y92vNseFa4/HEDI Bands APPR for 15 and 20_1.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.

There will be no local controls for local assessments.

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.

When a teacher has more than one SLO, the teachers' students are combined and then each course is weighted as to their percentage of the total. This weight is applied to the number of points received for each SLO. The weighted points are added together to get the final number of points. In case the number ends in a decimal, a decimal of .5 or higher will be rounded to the next highest number. If the decimal is less than.5, the decimal willbe rounded down to the preceding whole number. These points are then located on the approriate HEDI chart.

3.16) Assurances

Please check all of the boxes below:

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

3.16) Assurances | Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances | Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances | Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances | If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances | Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Thursday, February 06, 2014
Updated Thursday, February 27, 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.)

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The District and the Washingtonville Teachers' Association (WTA) agreed on the following process. The Danielson 2011 rubric will be used. First each domain of the Danielson 2011 rubric was assigned a value: Domain 1 = 16%; Domain 2 = 34%; Domain 3 = 34%; and Domain 4 = 16%. Then each component in each domain has a weight. The evaluator then assigns a score of 1-4 to each component. The scores for each component of each of the observations are averaged together and then the score is multiplied by the weight given to that component to get a weighted component score. The scores for the domain are added together for a domain score.

The domain score is multiplied by the domain weight. The resulting scores for each domain are added together. This final overall rubric scorewill then be converted to a 0-60 HEDI score using the uploaded conversion chart in Task 4.5 If the resulting score is not a whole number then if the decimal is .5 or above, it will be rounded to the next whole number. If the resulting score is less than .5, it will be rounded down to the preceding whole number. However, under no circumstance will the rounding result in a change in the teacher's HEDI rating category.

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/12179/987065-eka9yMJ855/Danielson Rubric Hedi Bands_2.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The range of scores for highly effective is 59-60.
Effective: Overall performance and results meet NYS Teaching Standards.	The range of scores for effective is 57-58.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The range of scores for developing is 50-56
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The range of scores for ineffective is 0-49.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Enter 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 probationary teachers be done in person, by video, or both?

- In Person

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

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

5. Composite Scoring (Teachers)

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Updated Monday, February 24, 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 Friday, February 07, 2014
Updated Friday, February 28, 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/12193/989377-Df0w3Xx5v6/TIP Plan with Cover set for APPR.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Teacher Appeals Process for a Professional Performance Review Composite Score
A. Burden of Proof

The teacher has the burden of proof and the burden of establishing the facts upon which he/she seeks relief.
B. Grounds for Appeal
Commissioner's Regulations §30-2.11(a)
"Pursuant to section 3012-c of the Education Law, a teacher or 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; and/or
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.
C. Time Frame for Filing an Appeal of the APPR Composite Score
1. All appeals must be submitted to the Office of Curriculum and Instruction in writing no later than 15 school days from the first official day of school for teachers.
2. The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal. The appeal shall be deemed abandoned.
D. What Needs to be in an Appeal
1. A detailed written description of the specific areas of disagreement over his/her APPR composite score.
2. Any additional documents (materials) relevant to an appeal.
3. The APPR composite score being challenged must be submitted with the appeal.
4. Any information not submitted at the time of the appeal is filed shall not be considered.
E. Time Frame for District Response
1. Within 15 days of the receipt of an appeal, the lead evaluator must submit a detailed written response to the appeal to the Office of Curriculum and Instruction.
2. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the District's response and are relevant to the resolution of the appeal.
3. Any such information that is not submitted at the time of the response is filed shall not be considered in the deliberations related to the resolution of the appeal.
4. The teacher initiating the appeal shall receive a copy of the response filed by the District and any and all additional information submitted with the response, at the same time the District files its response with the Office of Curriculum and Instruction.
F. Decision
1. A written decision on the appeal shall be rendered no later than 20 school days from the date upon which the teacher's appeal is received by the Office of Curriculum and Instruction.
2. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the District's response to the appeal and additional documentary evidence submitted with such papers.
3. The decision shall be final.
4. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal.
5. If the appeal is sustained the reviewed may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated.
6. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for issuing or implementing the terms of the improvement plan, if that person is different.

Teacher Appeals Process for an Improvement Plan
A. Burden of Proof
The teacher has the burden of proof and the burden of establishing the facts upon which he/she seeks relief.
B. Time Frame for Filing an Appeal of the Improvement Plan
1. All appeals challenging the result of a TIP determination must be submitted to the Office of Curriculum and Instruction in writing no later than 15 school days of the issuance of the receipt of the determination.
2. The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal. The appeal shall be deemed abandoned.
C. What Needs to be in an Appeal
1. A detailed written description of the specific areas of disagreement over the determination of his/her TIP
2. Any additional documents (materials) relevant to an appeal.

3. The TIP determination being challenged must be submitted with the appeal.
4. Any information not submitted at the time of the appeal is filed shall not be considered.
D. Time Frame for District Response
1. Within 15 days of the receipt of an appeal, the lead evaluator or the person who is responsible for the issuance and/or implementation of the terms of the TIP must submit a detailed written response to the appeal to the Office of Curriculum and

Instruction.
2. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the District's response and are relevant to the resolution of the appeal.
3. Any such information that is not submitted at the time of the response is filed shall not be considered in the deliberations related to the resolution of the appeal.
4. The teacher initiating the appeal shall receive a copy of the response filed by the District and any and all additional information submitted with the response, at the same time the District files its response wi the Office of Curriculum and Instruction.
E. Decision
1. A written decision on the appeal shall be rendered no later than 20 school days from the date upon which the teacher's appeal is received by the Office of Curriculum and Instruction.
2. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the District's response to the appeal and additional documentary evidence submitted with such papers.
3. The decision shall be final.
4. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal.
5. If the appeal is sustained the reviewed may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for issuing or implementing the terms of the improvement plan, if that person is different.
6. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for issuing or implementing the terms of the improvement plan, if that person is different.

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.

Initially, the District was a Network Team Equivalent. The process to certify the lead evaluators and evaluatorss is listed below. The District sent two administrators to the Newtwork Team Institutes in Albany. These two administrators became turn-key trainers for the District. They met with the other administrators for two half days of training in the summer and then on a monthly basis for two hours each time to provide training on all 9 aspects required. These Elements include:
a. NYS Teaching Standards and their related elements and performance indicators and the Leadership standards and their related functions as applicable.
b. Evidence-based observation techniques that are grounded in research.
c. Application and use of student growth percentile model and the value-added growth model as defined in section 30-2.2.
d. Application and the use of the state approved teacher or principal approved rubrics selected by the District for use in evaluation including training on the effective application of such rubrics to observe a teacher's practice.
e. Application and use of NWEA MAPS (assessment tool) that the District will use to evaluate its classroom teachers.
f. Application and use of any state-approved locally selected (NWEA MAPS) measures of student achievement used by the Districts to evaluate its teachers.
g. Use of the Statewide instructional reporting system.
h. The scoring methodology utilized by NRSED and the District to evaluate a teacher under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and us of the scoring ranges prescribed by the Commissioner for the 4 designated rating categories used for the teacher's overall rating and their subcomponent ratings.
i. Specific considerations in evaluating teachers of ELLs and students with disabilities.

A log was kept of the training and what was covered at each meeting. In addition, the District contracted with Teachscape to provide training on their platform for the Danielson 2011 rubric including the calibration of the administrators to be evaluators. Each administrator participated in the on-line course on the Danielson model and took the 6 hour exam to be calibrated. The District also provided administrators with training on the use of NWEA measures of academic progress assessments and all of their reports which will assist them in working on data usuage to inform their teaching. The Director of Data Management worked with all administrators on the state reporting system including student/teacher linkage.

In the future all new administrators will be given the same training through Orange-Ulster BOCES on the required elements. In

addition, they will receive training on Teachscape for the Danielson 2011 rubric which will culminate in the 6 hour exam to be initially calibrated. Once these things have been accomplished, their names will be provided to the Board of Education to be certified as evaluators and lead evaluators.

To insure-inter-rater reliability, The District used the Teachscape Proficiency syatem. After approximately 15 hours of training in the observation process, each administrator was required to take and pass two three hour examinations on observations. As a result of passing the tests, the administrators were certified in the area of inter-rater reliability since they had to score a classroom teacher against a juried scoring rubric. Upon the successful completion of all of the training, the Board of Education certified the administrators as evaluators and lead evaluators.

Each year the administrators will take the Orange-Ulster BOCES developed on-line course to review the nine elements. In addition, they will take the re-calibration test on Teachscape. Once they have successfully completed both, the adminitrators will be re-certified as lead evaluators and evaluators by the Board of Education.

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 Monday, February 10, 2014
Updated Tuesday, February 11, 2014

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

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

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

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

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

K-5
6-8
9-12

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)/courses(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.
State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, February 10, 2014
Updated Friday, February 28, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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 growoth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	K-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades), Measures of Academic Progress (ELA, Math)
	6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math)
	9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	5 year graduation rate

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	For the principals of K-5 and 6-8, the VARCC scores for the students in the principal's building will be averaged to get a score for the principal. WCSD will administer the Measures of Academic Progress (Primary Grades) and the Measures of Academic Progress (ELA, Math) in the fall. NWEA will use these results to set individual targets for the students. A posttest will be given in the spring. NWEA will use these results along with demographic data to develop a VARCC score for each principal. It will be compared to the HEDI Bands chart appended to give the score the principal earned.i The analyses will be conducted by the value-added research center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. The VARCC scores are from 0-20. These scores will be compared to the uploaded HEDI Band charts to get the final 0-20 score for these principals. For the 9-12 principal the current year cohort's

	5 year graduation rate will be used.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For the K-8 Principals see the Value Added Chart. For the 9-12 principal the five year graduation rate will be compared to the percentage on the HEDI bands chart that has been uploaded.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For the K-8 Principals see the Value Added Chart. For the 9-12 principal the five year graduation rate will be compared to the percentage on the HEDI bands chart that has been uploaded.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For the K-8 Principals see the Value Added Chart. For the 9-12 principal the five year graduation rate will be compared to the percentage on the HEDI bands chart that has been uploaded.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For the K-8 Principals see the Value Added Chart. For the 9-12 principal the five year graduation rate will be compared to the percentage on the HEDI bands chart that has been uploaded.

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/12190/997631-qBFVOWF7fC/HEDI Bands APPR for 15 and 20_1.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.

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

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

etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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.

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Monday, February 10, 2014
Updated Thursday, February 27, 2014

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The District is using the Multidimensional Principal Performance Rubric. There are 6 domains. Each domain has a number of components. Each component of each domain was assigned a number of points to be Highly Effective. Then a percentage of those points would be used to determine Effective, Developing, and Ineffective. Highly Effective would be the full value of the listed score. Effective would be 0.95 of the Highly Effective score. Developing would be 0.8 of the Highly Effective score. Ineffective would be 0. So for example, in domain 1, component 1, Culture, Highly Effective is worth 3.5 points. ffective would be 0.95 of 3.5; Developing would be 0.8 of 3.5; and Ineffective would be worth 0 points.

After each visit the evaluator will score each component of each domain. The points earned on each component will be averaged together to make one set of points for each component. The points earned for each Domain would be added together to get the final number of points. Points ending in a decimal would be subject to rounding. If the decimal is .5 or higher, the score would be rounded to the next highest whole number. If the score was less than .5, the score would be rounded to the nearest preceding whole number. However, if the rounding resulted in a score that would change the HEDI rating category, the rounding will not be done and the score will remain at the value of the whole number.

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

assets/survey-uploads/12205/997665-pMADJ4gk6R/Multidimensional Principal Performance Rubric HEDI Bands.docx

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

Highly Effective: Overall performance and results exceed standards.	A score is calculated for each domain. These scores are combined for a total score. The rounding rule would apply if the score does not result in a whole number. A decimal of .5 or above would be rounded to the next highest whole number. A score with a decimal less than .5 would be rounded down to the nearest preceding whole number . At no time will a rounding result in a change in HEDI band rating category. A total score of 58-60 is Highly Effective.
Effective: Overall performance and results meet standards.	A score is calculated for each domain. These scores are combined for a total score. The rounding rule would apply if the score does not result in a whole number. A decimal of .5 or above would be rounded to the next highest whole number. A score with a decimal less than .5 would be rounded down to the nearest preceding whole number . At no time will a rounding result in a change in HEDI band rating category. A total score of 54-57 is Effective.
Developing: Overall performance and results need improvement in order to meet standards.	A score is calculated for each domain. These scores are combined for a total score. The rounding rule would apply if the score does not result in a whole number. A decimal of .5 or above would be rounded to the next highest whole number. A score with a decimal less than .5 would be rounded down to the nearest preceding whole number. At no time will a rounding result in a change in HEDI band rating category. A total score of 45-53 is Developing.
Ineffective: Overall performance and results do not meet standards.	A score is calculated for each domain. These scores are combined for a total score. The rounding rule would apply if the score does not result in a whole number. A decimal of .5 or above would be rounded to the next highest whole number. A score with a decimal less than .5 would be rounded down to the nearest preceding whole number. At no time will a rounding result in a change in HEDI band rating category. A total score of 0-44 is Ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	54-57
Developing	45-53
Ineffective	0-44

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Monday, February 10, 2014
Updated Monday, February 24, 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	58-60
Effective	54-57
Developing	45-53
Ineffective	0-44

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 Monday, February 10, 2014
Updated Thursday, February 27, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/12168/997785-Df0w3Xx5v6/PRINCIPAL IMPROVEMENT PLAN 2012.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:

Appeals Process – Principals
A. Any principal who receives an ineffective rating on their annual composite APPR or a tenured principal who receives a developing on the 60 point rubric HEDI rating shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possess either a SDA or SDL certification provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator, he or she shall not hear the appeal.
B. Grounds for Appeal
Commissioner's Regulations §30-2.11(a)
"Pursuant to section 3012-c of the Education Law, a teacher or 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; and/or
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.

C. The appeal must be brought in writing specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a principal Improvement Plan (PIP) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.
D. An appeal of an APPR evaluation or a PIP must be commenced within ten (10) school days of the presentation of the receipt of the composite score or the final document of the PIP to the principal, in the case of a tenured principal, and fifteen business days of the presentation of the Composite score or the final document of the PIP to a probationary principal (extended by an additional period of up to 10 calendar days if he or she is going to be on a planned vacation during the 15 business days as referenced above) or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of the PIP appeal, there shall be a second fifteen business day period for a PIP appeal following the end of the PIP. In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later than the 10th day after classes begin during the September immediately following the last day of the PIP.
E. The Superintendent or the Superintendent's administrative designee shall respond with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the principal along with other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen business days of the receipt of the appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all regards and shall not be subject to review or arbitration before any administrative agency or in any court of law. If the Superintendent or the Superintendent's designee fails to issue a ruling within the time limits, the appeal will be considered sustained.

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 and the two administrative designees initially attended a three day training session on the MPPR rubric with one of the developers of the rubric. As a result of this training inter-rater reliability was established. In addition the administrative designees who will be doing the evaluations attended the Network Team Institute trainings on principal evaluations given by SED in Albany. They attended all ten days of training. This training included: Educational Leadership Policy Standards: ISLLC 2008; the crosswalk between ISLLC and the MPPR rubric; evidence-based observation techniques and expectations for principals; as well as the other training for certification of lead evaluators for teachers. The Board of Education certified the two designees as lead evaluators for principals.

In the future all new evaluators and lead evaluators will be trained by Orange-Ulster BOCES. The training will be similar in structure to the the training listed above and will address the 9 elements mentioned in 30-2.9 of the Regents rules. The Board of Education will certified the new administrators as lead evaluators once they complete the requirements.

This year Orange-Ulster BOCES developed a course for re-certification of lead evaluators of principals. The two administrative designees completed the recertification course. In addition, they attended the trainings provided by Regional Consortium and the SED involving vendors sent from the state. They also completed the teacher evaluation training for lead evaluators. This process will be used in the yearly for the purpose of re-certification.

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, February 11, 2014
Updated Saturday, March 01, 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/12158/1001886-3Uqgn5g9Iu/Appr sigs3114.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.

Washingtonville Central School District

Generic Conversion Charts for Assigning Scores for the Student Learning Objectives as Comparable Growth Measures and for Local Measures for Teachers and Principals.

APPR Form If Using Only 15 Points

Highly Effective | Effective | Developing | Ineffective

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100	86-92	83-85	80-82	76-79	74-75	72-73	70-71	68-69	66-67	64-65	62-63	60-61	40-59	21-39	0-20

APPR Form if Using 20 Points

HEDI Scoring

How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	91-94	86-90	84-85	81-83	78-80	76-77	75	74	73	72	70-71	65-69	64	63	62	61	60	40-59	21-39	0-20

NWEA MAP Assessment VARCC Conversion Charts

The following charts represent a value added score that will be generated by NWEA and result in a growth score + or – from o as an indicator of a year's worth of growth.

The chart below is a 20 point conversion.

APPR Point	≥	<	APPR Point	≥	<	APPR Point	≥	<
20	1.3		13	-0.1	0.1	6	-1.5	-1.3
19	1.1	1.3	12	-0.3	-0.1	5	-1.7	-1.5
18	0.9	1.1	11	-0.5	-0.3	4	-1.9	-1.7
17	0.7	0.9	10	-0.7	-0.5	3	-2.1	-1.9
16	0.5	0.7	9	-0.9	-0.7	2	-2.3	-2.1
15	0.3	0.5	8	-1.1	-0.9	1	-2.5	-2.3
14	0.1	0.3	7	-1.3	-1.1	0		-2.5

Highly Effective = 18 – 20 points Effective = 9 – 17 points Developing = 3-8 points Ineffective = 0-2 points

The chart below is a 15 point conversion of the NWEA VARCC data.

APPR Point	≥	<	APPR Point	≥	<	APPR Point	≥	<
15	1.2		9	-0.6	-0.3	4	-2.1	-1.8
14	0.9	1.2	8	-0.9	-0.6	3	-2.4	-2.1
13	0.6	0.9	7	-1.2	-0.9	2	-2.7	-2.4
12	0.3	0.6	6	-1.5	-1.2	1	-3.0	-2.7
11	0.0	0.3	5	-1.8	-1.5	0		-3.0
10	-0.3	0.0						

Highly Effective = 14-15 points Effective = 8-13 points Developing = 3-7 points Ineffective = 0-2 points

Washingtonville Central School District

Generic Conversion Charts for Assigning Scores for the Student Learning Objectives as Comparable Growth Measures and for Local Measures for Teachers and Principals.

APPR Form If Using Only 15 Points

Highly Effective | Effective | Developing | Ineffective

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100	86-92	83-85	80-82	76-79	74-75	72-73	70-71	68-69	66-67	64-65	62-63	60-61	40-59	21-39	0-20

APPR Form if Using 20 Points

HEDI Scoring

How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	91-94	86-90	84-85	81-83	78-80	76-77	75	74	73	72	70-71	65-69	64	63	62	61	60	40-59	21-39	0-20

NWEA MAP Assessment VARCC Conversion Charts

The following charts represent a value added score that will be generated by NWEA and result in a growth score + or – from o as an indicator of a year's worth of growth.

The chart below is a 20 point conversion.

APPR Point	≥	<	APPR Point	≥	<	APPR Point	≥	<
20	1.3		13	-0.1	0.1	6	-1.5	-1.3
19	1.1	1.3	12	-0.3	-0.1	5	-1.7	-1.5
18	0.9	1.1	11	-0.5	-0.3	4	-1.9	-1.7
17	0.7	0.9	10	-0.7	-0.5	3	-2.1	-1.9
16	0.5	0.7	9	-0.9	-0.7	2	-2.3	-2.1
15	0.3	0.5	8	-1.1	-0.9	1	-2.5	-2.3
14	0.1	0.3	7	-1.3	-1.1	0		-2.5

Highly Effective = 18 – 20 points Effective = 9 – 17 points Developing = 3-8 points Ineffective = 0-2 points

The chart below is a 15 point conversion of the NWEA VARCC data.

APPR Point	≥	<	APPR Point	≥	<	APPR Point	≥	<
15	1.2		9	-0.6	-0.3	4	-2.1	-1.8
14	0.9	1.2	8	-0.9	-0.6	3	-2.4	-2.1
13	0.6	0.9	7	-1.2	-0.9	2	-2.7	-2.4
12	0.3	0.6	6	-1.5	-1.2	1	-3.0	-2.7
11	0.0	0.3	5	-1.8	-1.5	0		-3.0
10	-0.3	0.0						

Highly Effective = 14-15 points Effective = 8-13 points Developing = 3-7 points Ineffective = 0-2 points

Washingtonville Central School District

Generic Conversion Charts for Assigning Scores for the Student Learning Objectives as Comparable Growth Measures and for Local Measures for Teachers and Principals.

APPR Form If Using Only 15 Points

Highly Effective | Effective | Developing | Ineffective

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100	86-92	83-85	80-82	76-79	74-75	72-73	70-71	68-69	66-67	64-65	62-63	60-61	40-59	21-39	0-20

APPR Form if Using 20 Points

HEDI Scoring

How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	91-94	86-90	84-85	81-83	78-80	76-77	75	74	73	72	70-71	65-69	64	63	62	61	60	40-59	21-39	0-20

NWEA MAP Assessment VARCC Conversion Charts

The following charts represent a value added score that will be generated by NWEA and result in a growth score + or – from o as an indicator of a year's worth of growth.

The chart below is a 20 point conversion.

APPR Point	≥	<	APPR Point	≥	<	APPR Point	≥	<
20	1.3		13	-0.1	0.1	6	-1.5	-1.3
19	1.1	1.3	12	-0.3	-0.1	5	-1.7	-1.5
18	0.9	1.1	11	-0.5	-0.3	4	-1.9	-1.7
17	0.7	0.9	10	-0.7	-0.5	3	-2.1	-1.9
16	0.5	0.7	9	-0.9	-0.7	2	-2.3	-2.1
15	0.3	0.5	8	-1.1	-0.9	1	-2.5	-2.3
14	0.1	0.3	7	-1.3	-1.1	0		-2.5

Highly Effective = 18 – 20 points Effective = 9 – 17 points Developing = 3-8 points Ineffective = 0-2 points

The chart below is a 15 point conversion of the NWEA VARCC data.

APPR Point	≥	<	APPR Point	≥	<	APPR Point	≥	<
15	1.2		9	-0.6	-0.3	4	-2.1	-1.8
14	0.9	1.2	8	-0.9	-0.6	3	-2.4	-2.1
13	0.6	0.9	7	-1.2	-0.9	2	-2.7	-2.4
12	0.3	0.6	6	-1.5	-1.2	1	-3.0	-2.7
11	0.0	0.3	5	-1.8	-1.5	0		-3.0
10	-0.3	0.0						

Highly Effective = 14-15 points Effective = 8-13 points Developing = 3-7 points Ineffective = 0-2 points

Washingtonville Central School District

Negotiated HEDI Bands for the Danielson 2011 Rubric

Domain/Component Name	Value of the Domain	Value of the Component
Domain 1 Planning and Preparation	16%	
A. Knowledge of Content and Pedagogy		17%
B. Knowledge of Students		17%
C. Setting Instructional Outcomes		17%
D. Knowledge of Resources		16%
E. Designing Coherent Instruction		17%
F. Designing Student Assessments		16%
Domain 2 Classroom Environment	34%	
A. Respect and Rapport		20%
B. Culture for Learning		20%
C. Managing Classroom Procedures		20%
D. Managing Student Behavior		20%
E. Organizing Physical Spaces		20%
Domain 3 Instruction	34%	
A. Communicating with Students		20%
B. Questioning/Prompts and Discussion		20%
C. Engaging Students in Learning		20%
D. Using Assessment in Instruction		20%
E. Using Flexibility and Responsiveness		20%
Domain 4 Teaching	16%	
A. Reflecting on Teaching		17%
B. Maintaining Accurate Records		17%
C. Communicating with Families		17%
D. Participating in Professional Community		17%
E. Growing and Developing Professionally		16%
F. Showing Professionalism		16%

Conversion Chart

Highly Effective Effective Developing Ineffective

HEDI Points	Negotiated Conversion Chart	HEDI Points	Negotiated Conversion Chart	HEDI Points	Negotiated Conversion Chart	HEDI Points	Negotiated Conversion Chart
60	3.9 - 4	58.8	3.4	56.3	2.4	49	1.4
59.8	3.8	58.6	3.3	55.6	2.3	48	1.392
59.5	3.7	54.4	3.2	54.9	2.2	47	1.383
59.3	3.6	58.2	3.1	54.2	2.1	46	1.375
59	3.5	58	3	53.5	2	45	1.367
		57.8	2.9	52.8	1.9	44	1.358
		57.6	2.8	52.1	1.8	43	1.35
		57.4	2.7	51.4	1.7	42	1.342
		57.2	2.6	50.7	1.6	41	1.333
		57	2.5	50	1.5	40	1.325
						39	1.317
						38	1.308
						37	1.3
						36	1.292
						35	1.283
						34	1.275
						33	1.267
						32	1.258
						31	1.25
						30	1.242
						29	1.233
						28	1.225
						27	1.217
						26	1.208
						25	1.2
						24	1.192
						23	1.185
						22	1.177
						21	1.169
						20	1.162
						19	1.154
						18	1.146
						17	1.138
						16	1.131

						15	1.123
						14	1.115
						13	1.108
						12	1.1
						11	1.092
						10	1.083
						9	1.076
						8	1.067
						7	1.058
						6	1.05
						5	1.042
						4	1.033
						3	1.025
						2	1.017
						1	1.008
						0	1

The rubric scores on the chart are the minimum values needed to receive the corresponding HEDI scores.

Teacher Improvement Plan

The Teacher Improvement Plan (TIP) is intended to help teachers improve professionally. It is the District's goal that all teachers reach at least the level of Effective on the teacher observation form.

If a teacher receives a rating of Developing or Ineffective on the composite score on the Annual Professional Performance Review (APPR), the administrator will convene a conference with the teacher within the first 5 days of the start of the school year to discuss the process. A Washingtonville Teachers Association representative will be included in the meeting. The administrator or administrators will convene a conference with the teacher. A second meeting to develop and finalize the TIP plan will be called within five days of the initial meeting. The teacher and the administrator should bring to the meeting specific suggestions for improving the areas of weakness that are evidenced on the composite APPR score (*For example, A. Domain 1a: Planning and Preparation/Demonstrating Knowledge of Content and pedagogy; B. Domain 1d: Planning and Preparation/ Demonstrating Knowledge of Resources).* There should be no more than three (3) targeted performance areas identified on any one TIP. A Plan will be developed collaboratively with specific suggestions to assist the teacher in improving. A Teacher Improvement Plan (TIP) must be formulated and begun within the first ten (10) school days from the start of the school year.

The TIP will become effective on the date noted on the plan. The length of the TIP will be decided at the conference. The supervising administrator and the teacher will meet regularly at a mutually agreed upon schedule to discuss progress on meeting the standard for the areas of concern. The dates of the meetings will be listed on the TIP. The standard will be considered to have been met when the teacher has reached the level of Effective on the APPR document.

A final observation by each of the administrators involved in the initial meeting will be conducted before the last week of the TIP.

TEACHER IMPROVEMENT PLAN FOR TENURED AND NON-TENURED STAFF

Staff Member: _____ Plan Date: _____ End Date: _____

This form is a tool for communicating expectations and suggestions for improvement. This form is to be completed when the performance of the staff member is evaluated as not meeting District standards as set forth in the classroom observation form. A copy will be placed in the personnel file after it is completed and signed. A maximum of three areas in need of improvement may be addressed. This plan may not outline all areas of concern. Once the plan is completed additional areas may be addressed.

Areas in Need of Improvement	**Support to be Provided/Differentiated activities to support improvement/ Professional Learning Activities the Educator must Complete where appropriate**	**Manner in which Improvement will be Assessed/Including artifacts that the teacher can produce to serve as indicators or benchmarks of progress and as evidence.**
Title, Letter, and Number		

Meeting Dates: _____

_____ _____

Administrator's Signature Date Staff Member's Signature Date

Staff member's signature only denotes receipt of the Plan Review

Teacher Improvement Plan Review

This form is to be completed by the administrator at the time set for the termination of the plan.

Areas not meeting District standards	Evaluation of the teacher's efforts to meet the standards	The administrator will choose one of the following: 1. The teacher met the standard. 2. The teacher showed improvement toward meeting the standard. 3. The teacher showed minimal improvement toward meeting the Standard. 4. The teacher showed no improvement in meeting the standard.
1. Statement by the teacher regarding achievement of standards.		
2. Statement by the administrator regarding achievement of standards.		

_____ _____

Administrator's Signature Date Staff Member's Signature Date

Washingtonville Central School District

Generic Conversion Charts for Assigning Scores for the Student Learning Objectives as Comparable Growth Measures and for Local Measures for Teachers and Principals.

APPR Form If Using Only 15 Points

Highly Effective | Effective | Developing | Ineffective

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100	86-92	83-85	80-82	76-79	74-75	72-73	70-71	68-69	66-67	64-65	62-63	60-61	40-59	21-39	0-20

APPR Form if Using 20 Points

HEDI Scoring

How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	91-94	86-90	84-85	81-83	78-80	76-77	75	74	73	72	70-71	65-69	64	63	62	61	60	40-59	21-39	0-20

NWEA MAP Assessment VARCC Conversion Charts

The following charts represent a value added score that will be generated by NWEA and result in a growth score + or – from o as an indicator of a year's worth of growth.

The chart below is a 20 point conversion.

APPR Point	≥	<	APPR Point	≥	<	APPR Point	≥	<
20	1.3		13	-0.1	0.1	6	-1.5	-1.3
19	1.1	1.3	12	-0.3	-0.1	5	-1.7	-1.5
18	0.9	1.1	11	-0.5	-0.3	4	-1.9	-1.7
17	0.7	0.9	10	-0.7	-0.5	3	-2.1	-1.9
16	0.5	0.7	9	-0.9	-0.7	2	-2.3	-2.1
15	0.3	0.5	8	-1.1	-0.9	1	-2.5	-2.3
14	0.1	0.3	7	-1.3	-1.1	0		-2.5

Highly Effective = 18 – 20 points Effective = 9 – 17 points Developing = 3-8 points Ineffective = 0-2 points

The chart below is a 15 point conversion of the NWEA VARCC data.

APPR Point	≥	<	APPR Point	≥	<	APPR Point	≥	<
15	1.2		9	-0.6	-0.3	4	-2.1	-1.8
14	0.9	1.2	8	-0.9	-0.6	3	-2.4	-2.1
13	0.6	0.9	7	-1.2	-0.9	2	-2.7	-2.4
12	0.3	0.6	6	-1.5	-1.2	1	-3.0	-2.7
11	0.0	0.3	5	-1.8	-1.5	0		-3.0
10	-0.3	0.0						

Highly Effective = 14-15 points Effective = 8-13 points Developing = 3-7 points Ineffective = 0-2 points

Multidimensional Principal Performance Rubric	Highly Effective	Effective	Developing	Ineffective
Effective with the 2011-12 School Year				
		% of HE	%of HE	% of HE
Domain 1: Shared Vision of Learning				
a. Culture	3.5	0.95	0.8	0
b. Sustainability	3.5	0.95	0.8	0
Domain 2: Culture and Instructional Program				
a. Culture	4	0.95	0.8	0
b. Instructional Program	5	0.95	0.8	0
c. Capacity Building	5	0.95	0.8	0
d. Sustainability	4	0.95	0.8	0
e. Strategic Planning Process	4	0.95	0.8	0
Domain 3: Safe, Efficient, Effective Learning Environment				
a. Capacity Building	4	0.95	0.8	0
b. Culture	4	0.95	0.8	0
c. Sustainability	4	0.95	0.8	0
d. Instructional Program	5	0.95	0.8	0
Domain 4: Community				
a. Strategic Planning Process: Inquiry	3	0.95	0.8	0
b. Culture	2	0.95	0.8	0
c. Sustainability	2	0.95	0.8	0
Domain 5: Integrity, Fairness, Ethics				
a. Sustainability	2.5	0.95	0.8	0
b. Culture	2.5	0.95	0.8	0
Domain 6: Political, Social, Economic, Legal & Cultural Context				
a. Sustainability	1	0.95	0.8	0
b. Culture	1	0.95	0.8	0

PRINCIPAL IMPROVEMENT PLAN

The Principal Improvement Plan for a principal who is rated ineffective or developing through an Annual Professional Performance Review (APPR) shall be comprised of the following elements:

1. The area or areas in need of improvement, drawn from the evaluation criteria (set forth in the MPPR rubric) of this APPR;

2. The length of a PIP for a probationary principal shall range between three (3) months and a semester in duration as determined by the District. The length of a PIP shall be not less than a semester in duration for a tenured principal, as determined by the District.

   After the issuance of the PIP, the lead evaluator assigned to the building principal shall meet with the building principal at least once every four (4) weeks to review his or her progress regarding the areas identified in the PIP. At the conclusion of the PIP the lead evaluator shall issue a written statement that reflects upon the quality of the artifacts shared by the principal in the areas in need of improvement and the observational information viewed by the lead evaluator in such areas, if applicable.

3. A statement of differentiated activities to support improvement that shall be developed on a collaborative basis with the principal, based upon the areas in the rubric that were deemed in need of support to enable an effective level of performance. The supports shall be reasonable in nature; and

4. The manner of assessment of improvement that shall be in the nature of direct observation, review of materials (where applicable), review of behaviors (where applicable), attention to educational directives (where applicable) the manner or manners of assessment that the District intends to use to evaluate PIP progress shall be specifically set forth in the initial PIP Document.

WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN

(1) Area(s) in Need of Improvement	(2) Time Limit for Achieving Improvement	(3) Differentiated Activities to Support Improvement	(4) Manner of Assessment of Improvement

_____ _____

Principal's Signature Date

_____ _____

Lead Evaluator's Signature Date

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Rebecca L Greene 3/1/14

Teachers Union President Signature: Date:

Patrick J. Ryan 3/1/14

Administrative Union President Signature: Date:

Katherine 3/1/14

Board of Education President Signature: Date:

3/1/14