



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

Acting Commissioner of Education
89 Washington Avenue, Room 111
Albany, New York 12234

E-mail: commissioner@nysed.gov
Twitter: @NYSEDNews
Tel: (518) 474-5844
Fax: (518) 473-4909

June 8, 2015

Revised

Mr. Scott Bischooping, Superintendent
Wayne-Finger Lakes BOCES
131 Drumlin Court
Newark, NY 14513

Dear Superintendent Bischooping:

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,

Elizabeth R. Berlin
Acting Commissioner

Attachment

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 Thursday, July 25, 2013

Updated Thursday, November 20, 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 : 439000000000

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

439000000000

1.2) School District Name: WAYNE-FINGER LAKES BOCES

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

WAYNE-FINGER LAKES BOCES

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Re-submission to address deficiencies

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

Created: 07/25/2013

Last updated: 03/10/2015

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

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Wayne-Finger Lakes BOCES-Developed Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	Wayne-Finger Lakes BOCES-Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Wayne-Finger Lakes BOCES-Developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLO process to be used shall be the WFL BOCES-Developed ELA Assessment administered as a pre-test and a post-test as the final examination, except in Grade 3 where the Grade 3 NYS ELA assessment will be used as the final examination. After the pre-test is administered and scored, the teacher will develop individualized student growth targets (approved by the principal) using baseline data. After the final examination or state assessment is administered and scored, the percentage of students meeting their individualized growth target shall be determined. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual student growth targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>86 % to 100% of students meet or exceed the SLO target set for the course.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>76 % to 85% of students meet or exceed the SLO target set for the course.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>66 % to 75% of students meet or exceed the SLO target set for the course.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Less than 66% of students meet or exceed the SLO target set for the course.</p>

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Wayne-Finger Lakes BOCES developed K Math Assessment
1	District, regional, or BOCES-developed assessment	Wayne-Finger Lakes BOCES-Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Wayne-Finger Lakes BOCES-Developed Grade 1 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLO process to be used shall be the Wayne-Finger Lakes BOCES-Developed Math Assessment administered as a pre-test and a post-test as the final examination, except Grade 3 NYS Math assessment will be used as the final examinations. After the pre-test is administered and scored, the teacher will develop individualized student growth targets (approved by the principal) using baseline data. After the final examination or state assessment is administered and scored, the percentage of students meeting their individualized growth target shall be determined. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual student growth targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>86 % to 100% of students meet or exceed the SLO target set for the course.</p>

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	76 % to 85% of students meet or exceed the SLO target set for the course.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	66 % to 75% of students meet or exceed the SLO target set for the course
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than 66% of students meet or exceed the SLO target set for the course.

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	Wayne-Finger Lakes BOCES-developed 6th grade Science Assessment
7	District, regional or BOCES-developed assessment	Wayne-Finger Lakes BOCES-developed 7th grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLO process to be used shall be a Wayne-Finger Lakes BOCES-developed Science Assessments administered as a pre-test and a post-test as the final examination, except in Grade 8 where the Grade 8 NYS Science assessment will be used as the final examination. After the pre-test is administered and scored, the teacher will develop individualized student growth targets (approved by the principal) using baseline data. After the final examination or state assessment is administered and scored, the percentage of students meeting their individualized growth target shall be determined. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual student growth targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>86 % to 100% of students meet or exceed the SLO target set for the course.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>76 % to 85% of students meet or exceed the SLO target set for the course.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>66 % to 75% of students meet or exceed the SLO target set for the course</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Less than 66% of students meet or exceed the SLO target set for the course.</p>

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Wayne-Finger Lakes BOCES-developed 6th grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Wayne-Finger Lakes BOCES-developed 7th grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Wayne-Finger Lakes BOCES-developed 8th grade Social Studies Assessment

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

measuring student growth on the assessments listed for this Task.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLO process to be used shall be the Wayne-Finger Lakes BOCES-developed Social Studies Assessments administered as a pre-test and a post-test as the final examination. After the pre-test is administered and scored, the teacher will develop individualized student growth targets (approved by the principal) using baseline data. After the final examination or state assessment is administered and scored, the percentage of students meeting their individualized growth target shall be determined. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual student growth targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>86 % to 100% of students meet or exceed the SLO target set for the course.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>76 % to 85% of students meet or exceed the SLO target set for the course.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>66 % to 75% of students meet or exceed the SLO target set for the course</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Less than 66% of students meet or exceed the SLO target set for the course.</p>

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	Wayne-Finger Lakes BOCES developed 9th grade social studies assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLO process to be used shall consist of a BOCES developed pre-test and a post-test as the final examination, except in Global II and US History, where the results of the Regents exams will be used. After the pre-test is administered and scored, the teacher will develop individualized student growth targets (approved by the principal) using baseline data. After the final examination or Regents Exam is administered and scored, the percentage of students meeting their individualized growth target shall be determined. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual student growth targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>86 % to 100% of students meet or exceed the SLO target set for the course.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>76 % to 85% of students meet or exceed the SLO target set for the course.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>66 % to 75% of students meet or exceed the SLO target set for the course</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Less than 66% of students meet or exceed the SLO target set for the course.</p>

2.7) High School Science Regents Courses

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

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

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

Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLO process to be used shall consist of a BOCES developed pre-test and a post-test as the final examination, except in Living Environment, Earth Science, Chemistry, and Physics, where the results of the Regents exams will be used. After the pre-test is administered and scored, the teacher will develop individualized student growth targets (approved by the principal) using baseline data. After the final examination or Regents Exam is administered and scored, the percentage of students meeting their individualized growth target shall be determined. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual student growth targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>86 % to 100% of students meet or exceed the SLO target set for the course.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>76 % to 85% of students meet or exceed the SLO target set for the course.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>66 % to 75% of students meet or exceed the SLO target set for the course</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Less than 66% of students meet or exceed the SLO target set for the course.</p>

2.8) High School Math Regents Courses

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

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLO process to be used shall consist of a BOCES developed pre-test and a post-test as the final examination, except in NYS Common Core or Integrated Algebra Regents (higher of the two scores), Common Core Geometry, and Algebra 2, where the results of the Regents exams will be used. After the pre-test is administered and scored, the teacher will develop individualized student growth targets (approved by the principal) using baseline data. After the final examination or Regents Exam is administered and scored, the percentage of students meeting their individualized growth target shall be determined. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual student growth targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>86 % to 100% of students meet or exceed the SLO target set for the course.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>76 % to 85% of students meet or exceed the SLO target set for the course.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>66 % to 75% of students meet or exceed the SLO target set for the course</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Less than 66% of students meet or exceed the SLO target set for the course.</p>

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Wayne-Finger Lakes BOCES developed 9th grade ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Wayne-Finger Lakes BOCES developed 10th grade ELA assessment
Grade 11 ELA	Regents assessment	NYS Common Core English Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO process to be used shall consist of a BOCES developed pre-test and a post-test as the final examination, except in Grade 11 ELA, where the results of the Common Core English Regents exam will be used. After the pre-test is administered and scored, the teacher will develop individualized student growth targets (approved by the principal) using baseline data. After the final examination or Regents Exam is administered and scored, the percentage of students meeting their individualized growth target shall be determined. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual student growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86 % to 100% of students meet or exceed the SLO target set for the course.
Effective (9 - 17 points) Results meet District goals for similar students.	76 % to 85% of students meet or exceed the SLO target set for the course.

Developing (3 - 8 points) Results are below District goals for similar students.	66 % to 75% of students meet or exceed the SLO target set for the course
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 66% of students meet or exceed the SLO target set for the course.

2.10) All Other Courses

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

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

Course(s) or Subject(s)	Option	Assessment
Career and Technical Education Courses ending in a NOCTI assessment	Grades 3 and up: State-approved 3rd party assessment	NOCTI Assessments
Career and Technical Education Courses ending in a BOCES-developed assessment	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES-Developed Regional Assessment
Art	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES-Developed Art Assessment
Economics	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES-Developed Economics Assessment
Environmental Science	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES-Developed Environmental Science Assessment
Family and Consumer Science	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES-Developed Family and Consumer Science Assessment
Health	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES-Developed Health Assessment
Music Appreciation	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES-Developed Music Appreciation Assessment
Participation in Government	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES-Developed Participation in Government Assessment

Physical Education	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES-Developed Physical Education Assessment
Technology	District, Regional or BOCES-developed	Wayne-Finger Lakes BOCES-Developed Technology Assessment
4-8 ELA and Math Teachers	State Assessment	NYS 4-8 ELA and/or Math 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLO process to be used in Special Education and Career & Technical Education shall consist of a BOCES developed pre-test and a post-test as the final examination, except where a NYS exam or third party assessment applies. After the pre-test is administered and scored, the teacher will develop individualized student growth targets (approved by the principal) using baseline data. After the final examination or Regents Exam is administered and scored, the percentage of students meeting their individualized growth target shall be determined. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual student growth targets. For teachers with students taking the NYS 4-8 ELA and/or math assessments, teachers will develop individualized student growth targets (approved by the principal) using baseline data. HEDI points will be assigned based on the percentage of students meeting or exceeding their targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>86 % to 100% of students meet or exceed the SLO target set for the course.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>76 % to 85% of students meet or exceed the SLO target set for the course.</p>

Developing (3 - 8 points) Results are below District goals for similar students.	66 % to 75% of students meet or exceed the SLO target set for the course
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 66% of students meet or exceed the SLO target set for the course.

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/12186/573403-TXETx9bQW/2.11-Student Learning Objectives chart.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:

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

3. Local Measures (Teachers)

Created: 07/25/2013

Last updated: 06/03/2015

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

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	See attached
5	6(ii) School wide measure computed locally	See attached
6	6(ii) School wide measure computed locally	See attached
7	6(ii) School wide measure computed locally	See attached
8	6(ii) School wide measure computed locally	See attached

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.	See attached charts.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached charts.

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

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	See attached
5	6(ii) School wide measure computed locally	See attached
6	6(ii) School wide measure computed locally	See attached
7	6(ii) School wide measure computed locally	See attached
8	6(ii) School wide measure computed locally	See attached

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

3.3) HEDI Tables or Graphics

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/573475-rhJdBgDruP/3.3%20Locally%20Selected%20HEDI%20Table%20or%20Graphics%205-15.docx>

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	See attached
1	6(ii) School-wide measure computed locally	See attached
2	6(ii) School-wide measure computed locally	See attached
3	6(ii) School-wide measure computed locally	See attached

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

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	See attached
1	6(ii) School-wide measure computed locally	See attached
2	6(ii) School-wide measure computed locally	See attached
3	6(ii) School-wide measure computed locally	See attached

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

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached charts.
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3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	See attached
7	6(ii) School wide measure computed locally	See attached
8	6(ii) School wide measure computed locally	See attached

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

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	See attached
7	6(ii) School wide measure computed locally	See attached
8	6(ii) School wide measure computed locally	See attached

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

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	See attached
Global 2	6(ii) School wide measure computed locally	See attached
American History	6(ii) School wide measure computed locally	See attached

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

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	See attached
Earth Science	6(ii) School wide measure computed locally	See attached
Chemistry	6(ii) School wide measure computed locally	See attached
Physics	6(ii) School wide measure computed locally	See attached

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

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	See attached
Geometry	6(ii) School wide measure computed locally	See attached
Algebra 2	6(ii) School wide measure computed locally	See attached

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	See attached
Grade 10 ELA	6(ii) School wide measure computed locally	See attached
Grade 11 ELA	6(ii) School wide measure computed locally	See attached

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.

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

(No response)

3.13) HEDI Tables or Graphics

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/573475-y92vNseFa4/3.13%20Locally%20Selected%20HEDI%20Table%20or%20Graphics%2012-14.pdf>

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

Not applicable.

3.16) Assurances

Please check all of the boxes below:

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

Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created: 08/08/2013

Last updated: 03/24/2015

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

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4.1) Teacher Practice Rubric

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

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

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

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.

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score shall be based solely on teacher observations. As part of the observation process, teachers are encouraged to submit artifacts pertaining to any element of the

rubric for consideration by an administrator during observation conferences. Annual goal setting shall not be required for teachers, except where necessary in setting Student Learning Objectives.

In accordance with the regulation, the formal observation will be announced and the informal (walkthrough) will be unannounced. Each tenured teacher shall have at least one formal observation of at least 20 minutes with a pre and post conference and a minimum of one (1) walkthrough of at least 10 minutes.

For probationary teachers there shall be a minimum of two (2) formal observations of at least 20 minutes with a pre and post conference and a minimum of one (1) walkthrough of at least 10 minutes. The formal observation will be announced and the walkthrough will be unannounced.

Tenured and/or probationary teachers may request one additional observation. Other observations will be at the discretion of the evaluator and shall be limited to one additional formal observation for purposes of APPR for tenured teachers. Additional observations at the discretion of the evaluator shall be unlimited for probationary teachers.

Post observation meetings should be completed within fifteen (15) school days of the observation, except when there is mutual agreement between the teacher and evaluator.

Walkthroughs will be unannounced. However, the evaluator will notify the teacher in writing (email, note, etc.) that the walkthrough will count as the unannounced observation before the end of the day on which the walkthrough occurred. There will be no pre or post conferences for walkthroughs.

For announced formal observations, a pre-observation meeting will occur no more than three (3) school days in advance of the announced observation. The teacher will present a lesson plan at the pre-observation meeting for the lesson to be observed. The teacher may present other lesson plans and other artifacts of pertinent to Domains 1, 2 and 3.

Following a formal observation a post-observation meeting will occur at which time the applicable domains will be discussed. The teacher may present artifacts including student work and reflections on lesson observed. The evaluator will present evidence from lesson observed. The teacher and evaluator will discuss ratings and next steps for professional growth. The evaluator shall provide the teacher with a copy of the completed observation form.

At the summative meeting Domain 4 will be discussed. The teacher may present artifacts/evidence for all domains by May 1st or later by a date mutually agreed upon by the Association and the BOCES. In no event shall the teacher receive the final score later than the last day of school. The evaluator will present observations and other available evidence. The teacher and evaluator will discuss ratings and next steps for professional growth.

Administrators conducting observations will evaluate and score teachers taking into account all scores for elements observed more than once throughout all observations. Administrators shall use observation materials (Teachscape) based on the approved rubric.

Scores will be calculated by assigning a rating to each component area observed (e.g.: Domain 1a) of: Highly Effective, Effective, Developing or Ineffective. The subcomponents will be scored 1-4, the subcomponents in each domain will be averaged and weighted, and the domain scores will be totaled and converted to a 0-60 score, as outlined below.

Rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value. Scores will be rounded to the nearest whole number, however, rounding will not cause a teacher to move to another HEDI rating category.

Prior to the end of the school year, an average score for each domain will be calculated based on the components observed throughout the year. Domains shall be weighted as follows:

Domains Weighting Calculation

Domain 1

Planning and Preparation 17% (D1 Average) x (17%) = D1 Weighted Score

Domain 2

Classroom Environment 33% (D2 Average) x (33%) = D2 Weighted Score

Domain 3

Instruction 33% (D3 Average) x (33%) = D3 Weighted Score

Domain 4

Professional Responsibilities 17% (D4 Average) x (17%) = D4 Weighted Score

Totals 100% Sum Total of Weighted Scores

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/586801-eka9yMJ855/Scoring - 60 Pt Conversion Chart 1.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.	Overall performance and results exceed NYS Teacher Standards. An average rubric score of 3.50 to 4.00 will result in the assignment of 59 to 60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meet NYS Teacher Standards. An average rubric score of 2.50 to 3.49 will result in the assignment of 57.00 to 58.8 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet NYS Teacher Standards. An average rubric score of 1.50 to 2.49 will result in the assignment of 50 to 56.3 points
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results do not meet NYS Teacher Standards. An average rubric score of 1.00 to 1.49 will result in the assignment of 0 to 49 points.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

In Person

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

In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

In Person

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

In Person

5. Composite Scoring (Teachers)

Created: 08/08/2013

Last updated: 05/05/2015

For guidance on Composite Scoring, see NYSED APPR Guidance section I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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 to 60
Effective	57 to 58
Developing	50 to 56
Ineffective	0 to 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 Thursday, August 08, 2013
Updated Thursday, January 15, 2015

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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/12193/586868-Df0w3Xx5v6/TIP.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:

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's annual professional performance review. The procedures contained herein are not available to probationary teachers.

The grievance and/or arbitration procedures in any collective bargaining agreement shall not be used to appeal or review a tenured teacher's annual professional performance review. To the extent that a conflict exists between a collective bargaining agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

This procedure shall be in effect unless changed by the parties and approved by SED or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

- (1) For the current school year, a teacher who receives a composite rating of "ineffective" or "developing" may appeal his or her performance review.
- (2) A teacher who receives a composite rating of "developing" may only appeal if that teacher received a composite rating of "highly effective" or "effective" for the school year immediately preceding that "developing" rating. A teacher who receives a composite rating of "ineffective" may appeal his or her performance review.
- (3) At no time will a composite rating of "highly effective" or "effective" be appealable. Teachers who receive a composite rating of "highly effective" or "effective" may submit a written response that will be attached to their APPR.
- (4) A teacher may appeal only (A) the substance of his or her performance review, (B) the BOCES's adherence to standards and methodologies required for such reviews, (C) adherence to applicable regulations of the commissioner of education, and (D) compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.
- (5) In an effort to correct "procedural" violations as they arise, any alleged violation of (B), (C) or (D) above, must be brought to the District Superintendent's attention by the affected teacher, in writing, within twenty (20) school days of the time that said teacher becomes aware or should have reasonably become aware that a violation may have occurred.
- (6) A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
- (7) Appeals concerning a teacher's performance review must be received in the office of the District Superintendent within ten (10) school days from the start of school. The failure to submit an appeal within this time frame shall result in a waiver of the teacher's right to appeal that performance review.
- (8) A teacher wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the District Superintendent or his/her designee, with a copy to the evaluator whose performance review is being appealed, a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. Appeals may also be sent to the District Superintendent by certified mail with return receipt requested.
- (9) Within ten (10) school days of the District Superintendent's receipt of an appeal, the evaluator responsible for the performance review being appealed shall submit to the District Superintendent or his/her designee a detailed response to the appeal, including copies of any and all documents or information used to develop the performance review being appealed.
- (10) The teacher bringing an appeal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing that there is no substantial evidence upon which to base the District's conclusion.
- (11) The District Superintendent or his/her designee (Associate Superintendent) shall issue a written decision on the merits of the appeal no later than twenty (20) school days from the date when the teacher or principal filed his or her appeal.
- (12) The decision of the District Superintendent or his/her designee (Associate Superintendent) shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the District Superintendent shall not be subject to any further appeal and/or separate contractual grievance process.
- (13) The only exception to (12) above shall be for "procedural" violations, falling under (4) (B), (C) or (D) above, which must have been pursued by the teacher as outlined in (5) above, and then also raised in this appeal. In this limited circumstance, where an agreeable resolution was not reached as a result of the discussion, pursuant to (5) above, and where the decision of the District Superintendent in this appeal does not satisfy the teacher, then and only then may arbitration be pursued only on said "procedural" violation raised under (5) above and also raised in this appeal.

a. The teacher must notify the BOCES and the American Arbitration Association of his/her intent to pursue arbitration within ten (10)

school days of receipt of the decision of the District Superintendent (see (11) above).

b. A request for a list of arbitrators will be made to the American Arbitration Association by either party. The parties will then be bound by rules and procedures of the American Arbitration Association.

c. The selected arbitrator will hear the matter promptly and issue his/her decision not later than fourteen (14) calendar days from the close of hearings. The arbitrator's decision will be in writing, setting forth his/her findings, facts, reasoning, and conclusions on the issues. Copies will be given to the teacher, the Wayne-Finger Lakes BOCES Educators' Association and the District Superintendent.

d. The decision of the arbitrator shall be final and binding on the parties of the dispute. The arbitrator shall be without power or authority to modify or alter the terms of the APPR plan and shall have only the power to interpret what the parties to the APPR plan intended in the APPR plan which is at issue.

e. The costs of the service of the arbitrator shall be borne equally by the Association and the BOCES.

(14) If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the District Superintendent or his/her designee (Associate Superintendent). This performance review may not be reviewed or appealed under this procedure.

(15) The teacher's failure to comply with the requirements of these procedures shall result in a waiver and/or denial of the appeal.

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

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

EVALUATOR TRAINING

The District Superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The BOCES will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- (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;
- (4) Application and use of the teacher or principal rubric(s), 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 BOCES 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 locally selected measures of student achievement used by the BOCES evaluate its teachers or principals;
- (7) Use of the Statewide Instructional Reporting System;
- (8) The scoring methodology 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; and
- (9) Specific considerations in evaluating teachers of English language learners and students with disabilities.

The District Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. In order to maintain inter-rater reliability over time, all certified lead evaluators and evaluators will participate in inter-reliability

retraining four (4) times a year. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

All lead evaluators and evaluators will be trained on the nine elements listed above through the Wayne-Finger Lakes BOCES Staff Development Department. Each APPR Training consists of a minimum of one (1) full day. In addition, further training related to elements (2), (4), and (5) above will be covered in Teachscape training which consists of an average of thirty (30) - forty (40) hours.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
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6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing,	Checked
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no later than the last school day of the school year for which the teacher or principal is being measured.	
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: 08/23/2013

Last updated: 03/10/2015

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

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

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

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

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

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

	Special Education K-12 (Midlakes Education Center)
	Special Education K-12 (Newark Education Center)
	Special Education K-8 (Red Jacket Education Center)
	Special Education 8-12 (Finger Lakes Secondary School)
	Special Education 8-12 (Wayne Education Center)

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

Please check the boxes below:

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Special Education K-12	State assessment	3-8 NYS ELA and Math, New York State Alternate Assessment
Special Education K-8	State assessment	3-8 NYS Assessments in English Language Arts, Math
Special Education 8-12	State assessment	Regents Exams (NYS Common Core English Regents Assessment, NYS Global Studies Regents Assessment, NYS Integrated Algebra 1 Regents Assessment, NYS Common Core Algebra Regents, NYS Living Environment Regents Assessment, NYS Common Core Geometry Assessment, and NYS US History & Government Regents Assessment)
Technical & Career Education 11-12	Grades 3 and up: State-approved 3rd party assessment	NOCTI Assessments
Technical & Career Education 11-12	District, regional, or BOCES-developed	Wayne-Finger Lakes BOCES-Developed Regional Assessments

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.

At the beginning of the school year, Principals at all Wayne-Finger Lakes BOCES programs will set the individual student growth targets will using baseline data from the pre-assessments and previous student information, if applicable. Principals will meet with the Supervisor who will approve individual student growth targets. After the final assessment is administered and scored, the percentage of students meeting their growth target shall be determined. In the case of students in Common Core courses who take Algebra 1 Common Core Regents and take the NYS Integrated Algebra Regents, the higher of the two scores will be used. The BOCES-adopted expectations relating to the percentage of students meeting or exceeding the SLO target set for the course is determined and approved through negotiations with the Wayne-Finger Lakes Administrators' Association. If the State provides growth scores for the above listed principals, and such scores represent less than 30% of the students supervised by that principal, the BOCES will set SLOs for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided growth scores will then be weighted proportionately with the SLO results for the final HEDI score for the principals. HEDI points will be assigned based on the percentage of students that meet their target.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).

76% to 100% of students meet or exceed the SLO target set for the course

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

66% to 75% of students meet or exceed the SLO target set for the course

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

56% to 65% of students meet or exceed the SLO target set for the course

Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).

Less than 56% of students meet or exceed the SLO target set for the course

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.

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:

Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked

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

8. Local Measures (Principals)

Created: 08/23/2013

Last updated: 03/10/2015

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

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
Special Education K-12	(d) measures used by district for teacher evaluation	New York State Alternate Assessment
Special Education K-8	(d) measures used by district for teacher evaluation	3-8 NYS Assessments in English Language Arts, Math
Special Education 8-12	(d) measures used by district for teacher evaluation	Regents Exams (NYS Common Core English Regents Assessment, NYS Global Studies Regents Assessment, NYS Common Core Algebra Regents, NYS Living Environment Regents Assessment, and NYS US History & Government Regents 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.	See attachment in 8.1
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment in 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment in 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment in 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment in 8.1

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. \(MS Word \)](#)

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

(No response)

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

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

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

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

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

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

- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Technical & Career Education 11-12	(d) measures used by district for teacher evaluation	All Technical & Career Education NYS third party approved assessments

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

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

(No response)

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

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8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

If applicable, multiple measures will be combined using a weighted average based on the number of students covered by each measure.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created: 08/23/2013

Last updated: 04/14/2015

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

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9.1) Principal Practice Rubric

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

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

Rubric	Multidimensional Principal Performance Rubric
Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

N/A

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, label accordingly, combine them into a single file, and upload as an attachment for review. [Click here for a downloadable copy of Form 9.2. \(MS Word\)](#)

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

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

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score shall be based solely on the evaluation. As part of the evaluation process, principals are encouraged to submit artifacts pertaining to any domain(s) of the rubric for consideration by the evaluator during evaluation conferences.

In accordance with the regulation, the formal observation will be announced and the informal observation will be unannounced. Informal and formal observations shall be for a minimum of thirty (30) minutes. Evaluators shall have a post-observation conference for formal observations with the principal eight (8) days after the observation to provide feedback on the observation.

For tenured principals there shall be a minimum of one (1) formal observation and a minimum of one (1) informal observation. For probationary principals there shall be a minimum of two (2) formal observations and a minimum of one (1) informal observation.

Principals may request one additional observation. Other observations will be at the discretion of the evaluators and shall be limited to one additional formal observation for purposes of APPR for tenured principals. Additional observations at the discretion of the evaluators shall be unlimited for probationary principals.

Informal observations will be unannounced. However, the evaluator will notify the principal in writing (email, note, etc.) that the informal

observation will count as part of the evaluation process before the end of the day on which the informal observation occurred. There will be no post conferences for informal observations.

After each formal observation a post-observation meeting will occur at which time the applicable domain(s) will be discussed. The principal may present artifacts and reflections on the observation. The evaluator will provide feedback to the principals on the domain(s). The evaluator will take into account observed practice and artifacts submitted to score each domain of the MPPR rubric based on the MPPR training. The principal and evaluator will discuss the domain(s) and next steps for professional growth. The evaluators shall provide the principal with a written summary of the feedback from the formal observation.

The principals may present artifacts for any or all domains of the rubric to the evaluators by May 30th. The evaluators shall complete a final written evaluation and meet with each principal by June 30th. The principal and evaluators will discuss the domain(s) and next steps for professional growth.

Evaluators conducting observations will evaluate and score principals. Evaluators may observe sub-components from multiple domains during the course of observations. Evaluators will take into account all sub-components for the domain(s) observed more than once throughout all observations based on the approved rubric.

Scores will be calculated by assigning a rating to each Domain area observed of: Highly Effective, Effective, Developing or Ineffective.

By June 30th, an average score for each domain will be calculated based on the components observed throughout the year. Rounding rules will apply but in no case will it cause a Principals' HEDI score to jump to a higher HEDI category. The values listed in the total average rubric score are the minimum necessary to achieve the corresponding HEDI point value,

Domains shall be weighted as follows:

All the components will be rated on a scale of 1-4.

Domains Weighting Calculation

Domain 1

Shared Vision of Learning 25%

$(D1 \text{ Average}) \times (25\%) = D1 \text{ Weighted Score}$

Domain 2

School Culture and Instructional Program 25%

$(D2 \text{ Average}) \times (25\%) = D2 \text{ Weighted Score}$

Domain 3

Safe, Efficient, Effective Learning Environment 25%

$(D3 \text{ Average}) \times (25\%) = D3 \text{ Weighted Score}$

Domain 4

Community 10%

$(D4 \text{ Average}) \times (10\%) = D4 \text{ Weighted Score}$

Domain 5

Integrity, Fairness, and Ethics 8%

$(D5 \text{ Average}) \times (8\%) = D5 \text{ Weighted Score}$

Domain 6

Political, Social, Economic, Legal and Cultural Context 7%

$(D6 \text{ Average}) \times (7\%) = D6 \text{ Weighted Score}$

Totals 100% Sum Total of Weighted Scores

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

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12205/601081-pMADJ4gk6R/Principals Scoring - 60 Pt Conversion Chart 4-15.docx](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12205/601081-pMADJ4gk6R/Principals_Scoring_-_60_Pt_Conversion_Chart_4-15.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.	Overall performance and results exceed ISLLC Standards. An average rubric score of 2.10 to 4.00 will result in the assignment of 54.00 to 60.00 points.
Effective: Overall performance and results meet standards.	Overall performance and results meet ISLLC Standards. An average rubric score of 1.333 to 2.09 will result in the assignment of 41.00 to 53.00 points.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement to meet ISLLC Standards. An average rubric score of 1.146 to 1.332 will result in the assignment of 18.00 to 40.00 points.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet ISLLC Standards. An average rubric score of 1.00 to 1.145 will result in the assignment of 0.00 to 17.00 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	41-53
Developing	18-40
Ineffective	0-17

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created: 08/23/2013

Last updated: 03/10/2015

For guidance on Composite Scoring, see NYSED APPR Guidance section I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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	54-60
Effective	41-53
Developing	18-40
Ineffective	0-17

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 Sunday, August 25, 2013
Updated Friday, February 20, 2015

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/12168/602820-Df0w3Xx5v6/PIP 2-15.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 FOR TENURED AND PROBATIONARY PRINCIPALS

Tenured Principals: Appeals of annual professional performance reviews shall be limited to those that rate a principal as Ineffective or Developing only.

Probationary Principals: Appeals of annual professional performance reviews shall be limited to those that rate a principal as Ineffective only. Furthermore, appeals are restricted to those evaluations which are completed prior to the final year of his/her probationary term. (e.g., a principal serving a three year probationary appointment may file an appeal for the evaluation corresponding to year one and year two of his/her probationary term.)

GROUNDINGS FOR APPEAL

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 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 the locally negotiated procedures, as well as the BOCES' issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law Section 3012-c

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Regarding the implementation of the improvement plan, an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

The principal shall provide documentation and evidence to support the appeal which shall be used by the reviewer to substantiate the decision to deny or affirm the appeal.

LEVELS OF APPEAL

There shall be one level for appeals which shall be decided by the District Superintendent of BOCES. The decision of the District Superintendent or his/her designee (Associate Superintendent) shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the District Superintendent shall not be subject to any further appeal and/or separate contractual grievance process.

TIMEFRAME FOR FILING APPEAL

For Appeals Process purposes, working days shall be defined as those day that the principal is required to work pursuant to the BOCES calendar and the applicable contract.

Appeals must be submitted in writing no later than fifteen (15) working days of the date when the principal receives her/his final annual professional performance review. If a principal is challenging the issuance of principal improvement plan, appeals must be filed with fifteen (15) working days of issuance of such plan or a violation of the implementation of the improvement plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of her/her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered during the appeal process. All documents and materials must be submitted to the District Superintendent BOCES.

Within ten (10) working days of the date that the principal files an appeal, the department director shall submit a detailed written response addressing those areas appealed by the principal. Any information not submitted at this time shall not be considered during the appeal process. All documents must be submitted to the District Superintendent of BOCES and a copy given to the principal.

TIMEFRAME FOR RESPONSE

For Appeals Process purposes, working days shall be defined as those day that the principal is required to work pursuant to the BOCES calendar and the applicable contract.

The District Superintendent shall consider all documents and materials submitted by the principal, and all documents and materials submitted by the department director. Within fifteen (15) working days of receipt of the appeal, the District Superintendent shall provide a detailed written response to the appeal. The written response shall include copies of all documents and materials submitted by the principal and the department director. Copies of the written response and all accompanying documents and materials shall be provided to the principal and the department director. The District Superintendent's written response shall be the final determination.

ADDENDUM TO EVALUATION

Regardless of the outcome of the appeals process, the principal shall be permitted to prepare and attach an addendum to an evaluation.

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

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.

Principal evaluators will be trained by the Wayne-Finger Lakes BOCES Professional Development Teams as well as LEAF and Joint Management Team Trainings in accordance with the requirements of Education Law 3012-c.

This regional principal evaluator training program directly reflects the materials, resources, and training that is provided by the New York State Education Department. Throughout the course of the ongoing training programs, learning opportunities will be aligned to all nine training components required for certification, as outlined in Section 30-2.9(b) of the Regents Rules.

Evaluators of principals must complete the nine training modules and attend multiple training opportunities that focus on how to measure the impact of a principal on school improvement initiatives, how data and artifacts can document progress related to school improvement goals and inter-rater reliability. The APPR Training will consist of a minimum of one (1) full day of training.

Additional sessions will be offered each subsequent school year to maintain calibration and inter-rater reliability. Inter-rater reliability will be assessed through the training process review as participants will collect evidence, align the evidence to the rubric, and score the principal performance rubric.

Each evaluator will be required to maintain records verifying their participation in the training program. These records, along with a sampling of the evaluators work, will be used to certify and re-certify all evaluators.

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: 08/25/2013

Last updated: 06/04/2015

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.

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<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/602821-3Uqgn5g9lu/signatures%206-2015.pdf">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/602821-3Uqgn5g9lu/signatures%206-2015.pdf</a>
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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.

Student Learning Objectives

% of Students Meeting SLO Target	Points For Local Growth
96-100	20
90-95	19
86-89	18
85	17
84	16
83	15
82	14
81	13
79-80	12
78	11
77	10
76	9
75	8
74	7
72-73	6
70-71	5
68-69	4
66-67	3
60-65	2
50-59	1
Less than 50	0

Task 3. Local Measures (Teachers)

3.3) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

The following scales will be used when the Value-Added model is implemented.
Until then, the scales in 3.13 will be used.

Midlakes Education Center (MEC): Achievement
Grades: K - 12

Site wide goal based on the change of the percent of students at Midlakes Education Center (MEC) taking and receiving a 3 or a 4 on the NYS Alternate Assessment compared to the recent years' average of the students receiving a 3 or 4, using up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

The NYS Alternate Assessment will include: 3-8: ELA, Math, Science, and Social Studies & Secondary: ELA Math, Science, and Social Studies.

The average score used to determine the change in percent of student receiving a 3 or a 4 will be calculated as follows:

- If 1 year of test result data exists: The last year of data will be used until such time as there are two (2) years of data, then;
- If 2 years of test result data exists: The average of two (2) years of data until such time as there are three (3) years of data, then;
- If 3 years of test result data exists: The average of three (3) years of data until such time as there are four (4) or more years of data, then;
- If 4 years of test result data exists: The high and low score years will be dropped and an average of the remaining two (2) years of data will be used to calculate the average, then;
- If 5 years of test result data exists: The high and low score years will be dropped and an average of the remaining three (3) years of data will be used to calculate the average, then;
- If 6 or more years of test result data exists: The average will take into account only the five most recent years, the high and low score years will be dropped and an average of the remaining three (3) years of data will be used.

Once the average score is determined, as outlined above, the current years' percent of students receiving a 3 or a 4 will be compared to that average. The difference between the average score and

Task 3. Local Measures (Teachers)

3.3) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

the current year score will be used to determine the site wide achievement points for teachers according to the MEC Achievement Chart.

Site wide goal based on the change of the percent of students at Midlakes Education Center (MEC) taking and receiving a 3 or a 4 on the NYS Alternate Assessment compared to the recent years' average of the students receiving a 3 or 4, using up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

**MEC
Achievement Chart**

NYS 3-8 Alternate Assessment

POINTS	Change between Average Score and Current Year Score (%)
15	12.01 or greater
14	10.00 - 12.00
13	6.00 - 9.99
12	3.00 - 5.99
11	0.00 - 2.99
10	(0.01) - (9.99)
9	(10.00) - (15.99)
8	(16.00) - (20.00)
7	(20.01) - (25.00)
6	(25.01) - (30.00)
5	(30.01) - (35.00)
4	(35.01) - (40.00)
3	(40.01) - (44.00)
2	(44.01) - (47.00)
1	(47.01) - (52.00)
0	(52.01) or less

Task 3. Local Measures (Teachers)

3.3) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Newark Education Center (NEC): Achievement Grades: K - 12

Site wide goal based on the change of the percent of students at Newark Education Center (MEC) taking and receiving a 3 or a 4 on the NYS Alternate Assessment compared to the recent years' average of the students receiving a 3 or 4, using up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

The NYS Alternate Assessment will include: 3-8: ELA, Math, Science, and Social Studies & Secondary: ELA Math, Science, and Social Studies.

The average score used to determine the change in percent of student receiving a 3 or a 4 will be calculated as follows:

- If 1 year of test result data exists: The last year of data will be used until such time as there are two (2) years of data, then;
- If 2 years of test result data exists: The average of two (2) years of data until such time as there are three (3) years of data, then;
- If 3 years of test result data exists: The average of three (3) years of data until such time as there are four (4) or more years of data, then;
- If 4 years of test result data exists: The high and low score years will be dropped and an average of the remaining two (2) years of data will be used to calculate the average, then;
- If 5 years of test result data exists: The high and low score years will be dropped and an average of the remaining three (3) years of data will be used to calculate the average, then;
- If 6 or more years of test result data exists: The average will take into account only the five most recent years, the high and low score years will be dropped and an average of the remaining three (3) years of data will be used.

Task 3. Local Measures (Teachers)

3.3) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Once the average score is determined, as outlined above, the current years' percent of students receiving a 3 or a 4 will be compared to that average. The difference between the average score and the current year score will be used to determine the site wide achievement points for teachers according to the NEC Achievement Chart.

Site wide goal based on the change of the percent of students at Newark Education Center (NEC) taking and receiving a 3 or a 4 on the NYS Alternate Assessment compared to the recent years' average of the students receiving a 3 or 4, using up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

NEC Achievement Chart

NYS 3-8 Alternate Assessment

POINTS	Change between Average Score and Current Year Score (%)
15	12.01 or greater
14	10.00 - 12.00
13	6.00 - 9.99
12	3.00 - 5.99
11	0.0 - 2.99
10	(.01) - (9.99)
9	(10.00) - (15.99)
8	(16.00) - (20.00)
7	(20.01) - (25.00)
6	(25.01) - (30.00)
5	(30.01) - (35.00)
4	(35.01) - (40.00)
3	(40.01) - (44.00)
2	(44.01) - (47.00)
1	(47.01) - (52.00)
0	(52.01) or less

Task 3. Local Measures (Teachers)

3.3) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

**Red Jacket Education Center (RJEC): Achievement
Grades K - 8**

Site wide goal based on the change of the percent of students at Red Jacket Education Center (RJEC) taking and receiving a 2 or above on the NYS 3-8 Assessment compared to the recent years' average of the students receiving a 2 or above, using up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

The NYS Assessment will include: NYS 3-8 Assessment: ELA and Math.

The average score used to determine the change in percent of student receiving a 2 or above will be calculated as follows:

- If 1 year of test result data exists: The last year of data will be used until such time as there are two (2) years of data, then;
- If 2 years of test result data exists: The average of two (2) years of data until such time as there are three (3) years of data, then;
- If 3 years of test result data exists: The average of three (3) years of data until such time as there are four (4) or more years of data, then;
- If 4 years of test result data exists: The high and low score years will be dropped and an average of the remaining two (2) years of data will be used to calculate the average, then;
- If 5 years of test result data exists: The high and low score years will be dropped and an average of the remaining three (3) years of data will be used to calculate the average, then;

Task 3. Local Measures (Teachers)

3.3) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

- If 6 or more years of test result data exists: The average will take into account only the five most recent years, the high and low score years will be dropped and an average of the remaining three (3) years of data will be used.

Once the average score is determined, as outlined above, the current years' percent of students receiving a 2 or above will be compared to that average. The difference between the average score and the current year score will be used to determine the site wide achievement points for teachers according to the RJEC Achievement chart.

Site wide goal based on the change of the percent of students at Red Jacket Education Center (RJEC) taking and receiving a 2 or above on the NYS 3-8 Assessment compared to the recent years' average of the students receiving a 2 of above, using up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

RJEC Achievement Chart

NYS 3-8 Assessment

POINTS	Change between Average Score and Current Year Score (%)
15	5.25 or greater
14	3.75 – 5.24
13	2.51 – 3.74
12	1.51 – 2.50
11	0 – 1.50
10	(0.01) – (1.00)
9	(1.01) – (2.00)
8	(2.01) – (2.66)
7	(2.67) – (3.00)
6	(3.01) – (4.00)
5	(4.01) – (5.00)

Task 3. Local Measures (Teachers)

3.3) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

4	(5.01) – (6.00)
3	(6.01)- (6.66)
2	(6.67) – (7.00)
1	(7.01) – (7.99)
0	(8.00) or less

**Finger Lakes Secondary School (FLSS): Achievement
Grades 8 - 12**

Site wide goal based on the change of the percent of students at Finger Lakes Secondary School (FLSS) taking and passing (65 percent) the New York State Regents Exams compared to the recent years' average of the students passing, up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

The New York State Regent Exams will include: Common Core ELA, Global Studies, Common Core Algebra, Living Environment, and U.S. History & Government.

The average score used to determine the change in percent of student passing will be calculated as follows:

- If 1 year of test result data exists: The last year of data will be used until such time as there are two (2) years of data, then;
- If 2 years of test result data exists: The average of two (2) years of data until such time as there are three (3) years of data, then;

Task 3. Local Measures (Teachers)

3.3) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

- If 3 years of test result data exists: The average of three (3) years of data until such time as there are four (4) or more years of data, then;
- If 4 years of test result data exists: The high and low score years will be dropped and an average of the remaining two (2) years of data will be used to calculate the average, then;
- If 5 years of test result data exists: The high and low score years will be dropped and an average of the remaining three (3) years of data will be used to calculate the average, then;
- If 6 or more years of test result data exists: The average will take into account only the five most recent years, the high and low score years will be dropped and an average of the remaining three (3) years of data will be used.

Once the average score is determined, as outlined above, the current years' percent of students passing the Regents will be compared to that average. The difference between the average score and the current year score will be used to determine the site wide achievement points for teachers according to the FLSS Achievement chart.

Site wide goal based on the change of the percent of students at Finger Lakes Secondary School (FLSS) taking and passing (65 percent) the New York State Regents Exams compared to the recent years' average of the students passing, up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

**FLSS
Achievement Chart**

NYS Regents Exams

POINTS	Change between Average Score and
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Task 3. Local Measures (Teachers)

3.3) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

	Current Year Score (%)
15	12.01 or greater
14	10.00 – 12.00
13	6.00 – 9.99
12	3.00 – 5.99
11	0.00 – 2.99
10	(0.01) – (4.50)
9	(4.51) – (7.00)
8	(7.01) – (8.56)
7	(8.57) – (13.00)
6	(13.01) – (15.50)
5	(15.51) – (17.00)
4	(17.01) – (19.50)
3	(19.51) – (21.40)
2	(21.41) – (22.50)
1	(22.51) – (25.68)
0	(25.69) or less

Task 3. Local Measures (Teachers)

3.3) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Wayne Education Center (WEC): Achievement Grades 8 - 12

Site wide goal based on the change of the percent of students at Wayne Education Center (WEC) taking and passing (65 percent) the New York State Regents Exams compared to the recent years' average of the students passing, up to five years worth of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

The New York State Regent Exams will include: Common Core ELA, Global Studies, Common Core Algebra, Living Environment, and U.S. History & Government.

The average score used to determine the change in percent of student passing will be calculated as follows:

- If 1 year of test result data exists: The last year of data will be used until such time as there are two (2) years of data, then;
- If 2 years of test result data exists: The average of two (2) years of data until such time as there are three (3) years of data, then;
- If 3 years of test result data exists: The average of three (3) years of data until such time as there are four (4) or more years of data, then;
- If 4 years of test result data exists: The high and low score years will be dropped and an average of the remaining two (2) years of data will be used to calculate the average, then;
- If 5 years of test result data exists: The high and low score years will be dropped and an average of the remaining three (3) years of data will be used to calculate the average, then;
- If 6 or more years of test result data exists: The average will take into account only the five most recent years, the high and low score years will be dropped and an average of the remaining three (3) years of data will be used.

Once the average score is determined, as outlined above, the current years' percent of students passing the Regents will be compared to that average. The difference between the average score and the current year score will be used to determine the site wide achievement points for teachers according to the WEC Achievement chart.

Task 3. Local Measures (Teachers)

3.3) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Site wide goal based on the change of the percent of students at Wayne Education Center (WEC) taking and passing (65 percent) the New York State Regents Exams compared to the recent years' average of the students passing, up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

**WEC
Achievement Chart**

NYS Regents Exams

POINTS	Change between Average Score and Current Year Score (%)
15	12.01 or greater
14	10.00 - 12.00
13	6.00 - 9.99
12	3.00 - 5.99
11	0.0 - 2.99
10	(.01) - (4.50)
9	(4.51) - (7.00)
8	(7.01) - (8.56)
7	(8.57) - (13.00)
6	(13.01) - (15.50)
5	(15.51) - (17.00)
4	(17.01) - (19.50)
3	(19.51) - (21.40)
2	(21.41) - (22.50)
1	(22.51) - (25.68)
0	(25.69) or less

Task 3. Local Measures (Teachers)

3.3) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Finger Lakes Technical and Career Center (FLTCC): Achievement Grades 11 - 12

Site wide goal based on the change of the percent of students at Finger Lakes Technical and Career Center (FLTCC) taking and passing (proficiency will be set as the passing score provided by the assessment vendor or BOCES) of CTE Assessments provided by NOCTI (approved 3rd party vendor) or developed by BOCES.

The average score used to determine the change in percent of student passing will be calculated as follows:

- If 1 year of test result data exists: The last year of data will be used until such time as there are two (2) years of data, then;
- If 2 years of test result data exists: The average of two (2) years of data until such time as there are three (3) years of data, then;
- If 3 years of test result data exists: The average of three (3) years of data until such time as there are four (4) or more years of data, then;
- If 4 years of test result data exists: The high and low score years will be dropped and an average of the remaining two (2) years of data will be used to calculate the average, then;
- If 5 years of test result data exists: The high and low score years will be dropped and an average of the remaining three (3) years of data will be used to calculate the average, then;
- If 6 or more years of test result data exists: The average will take into account only the five most recent years, the high and low score years will be dropped and an average of the remaining three (3) years of data will be used.

Once the average score is determined, as outlined above, the current years' percent of students passing the 3rd party assessments will be compared to that average. The difference between the

Task 3. Local Measures (Teachers)

3.3) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

average score and the current year score will be used to determine the site wide achievement points for teachers according to the FLTCC Achievement chart.

Site wide goal based on the change of the percent of students at Finger Lakes Technical and Career Center (FLTCC) taking and passing (proficiency will be set as the passing score provided by the assessment vendor or BOCES) of CTE Assessments provided by NOCTI (approved 3rd party vendor) or developed by BOCES.

**FLTCC
Achievement Chart**

3rd Party Assessments

POINTS	Change between Average Score and Current Year Score (%)
15	10.5 or greater
14	7.50 - 10.49
13	5.01 - 7.49
12	2.51 - 5.00
11	0.00- 2.50
10	(0.01) - (2.50)
9	(2.51) - (5.00)
8	(5.01) - (8.00)
7	(8.01) - (10.00)
6	(10.01) - (12.50)
5	(12.51) - (15.00)
4	(15.01) - (17.50)
3	(17.51) - (20.00)
2	(20.01) - (22.50)

Task 3. Local Measures (Teachers)

3.3) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

1	(22.51) – (24.00)
0	(24.01) or less

**Wayne Technical and Career Center (WTCC): Achievement
Grades 11 - 12**

Site wide goal based on the change of the percent of students at Wayne Technical and Career Center (WTCC) taking and passing (proficiency will be set as the passing score provided by the assessment vendor/approved 3rd party) CTE Assessments provided by approved 3rd party vendors.

The approved 3rd party assessments will include those assessments as outlined in the CTE Assessment Chart.

The average score used to determine the change in percent of student passing will be calculated as follows:

- If 1 year of test result data exists: The last year of data will be used until such time as there are two (2) years of data, then;
- If 2 years of test result data exists: The average of two (2) years of data until such time as there are three (3) years of data, then;
- If 3 years of test result data exists: The average of three (3) years of data until such time as there are four (4) or more years of data, then;
- If 4 years of test result data exists: The high and low score years will be dropped and an average of the remaining two (2) years of data will be used to calculate the average, then;
- If 5 years of test result data exists: The high and low score years will be dropped and an average of the remaining three (3) years of data will be used to calculate the average, then;

Task 3. Local Measures (Teachers)

3.3) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

- If 6 or more years of test result data exists: The average will take into account only the five most recent years, the high and low score years will be dropped and an average of the remaining three (3) years of data will be used.

Once the average score is determined, as outlined above, the current years' percent of students passing the 3rd party assessments will be compared to that average. The difference between the average score and the current year score will be used to determine the site wide achievement points for teachers according to the following chart

Site wide goal based on the change of the percent of students at Wayne Technical and Career Center (WTCC) taking and passing (proficiency will be set as the passing score provided by the assessment vendor/approved 3rd party) CTE Assessments provided by approved 3rd party vendors.

**WTCC
Achievement Chart**

3rd Party Assessments

POINTS	Change between Average Score and Current Year Score (%)
15	10.5 or greater
14	7.50 - 10.49
13	5.01 - 7.49
12	2.51 - 5.00
11	0.00- 2.50
10	(0.01) - (2.50)
9	(2.51) - (5.00)
8	(5.01) - (8.00)
7	(8.01) - (10.00)

Task 3. Local Measures (Teachers)

3.3) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

6	(10.01) – (12.50)
5	(12.51) – (15.00)
4	(15.01) – (17.50)
3	(17.51) – (20.00)
2	(20.01) – (22.50)
1	(22.51) – (24.00)
0	(24.01) or less

Task 3. Local Measures (Teachers)

3.13) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Midlakes Education Center (MEC): Achievement Grades: K - 12

Site wide goal based on the change of the percent of students at Midlakes Education Center (MEC) taking and receiving a 3 or a 4 on the NYS Alternate Assessment compared to the recent years' average of the students receiving a 3 or 4, using up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

The NYS Alternate Assessment will include: 3-8: ELA, Math, Science, and Social Studies & Secondary: ELA Math, Science, and Social Studies.

The average score used to determine the change in percent of student receiving a 3 or a 4 will be calculated as follows:

- If 1 year of test result data exists: The last year of data will be used until such time as there are two (2) years of data, then;
- If 2 years of test result data exists: The average of two (2) years of data until such time as there are three (3) years of data, then;
- If 3 years of test result data exists: The average of three (3) years of data until such time as there are four (4) or more years of data, then;
- If 4 years of test result data exists: The high and low score years will be dropped and an average of the remaining two (2) years of data will be used to calculate the average, then;
- If 5 years of test result data exists: The high and low score years will be dropped and an average of the remaining three (3) years of data will be used to calculate the average, then;
- If 6 or more years of test result data exists: The average will take into account only the five most recent years, the high and low score years will be dropped and an average of the remaining three (3) years of data will be used.

Once the average score is determined, as outlined above, the current years' percent of students receiving a 3 or a 4 will be compared to that average. The difference between the average score and the current year score will be used to determine the site wide achievement points for teachers according to the MEC Achievement Chart.

Task 3. Local Measures (Teachers)

3.13) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Site wide goal based on the change of the percent of students at Midlakes Education Center (MEC) taking and receiving a 3 or a 4 on the NYS Alternate Assessment compared to the recent years' average of the students receiving a 3 or 4, using up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

MEC Achievement Chart

NYS 3-8 Alternate Assessment

POINTS	Change between Average Score and Current Year Score (%)
20	14.0 or greater
19	12.00- 13.99
18	10.00- 11.99
17	8.00- 9.99
16	6.00- 7.99
15	4.00- 5.99
14	2.00- 3.99
13	0.00 - 1.99
12	(0.01) – (4.00)
11	(4.01) – (8.00)
10	(8.01) – (16.00)
9	(16.01) – (20.00)
8	(20.01) – (24.00)
7	(24.01) – (28.00)
6	(28.01) – (32.00)
5	(32.01) – (36.00)
4	(36.01) – (40.00)
3	(40.01) – (44.00)
2	(44.01) – (48.00)
1	(48.01) - (52.00)
0	(52.01) or less

Task 3. Local Measures (Teachers)

3.13) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Newark Education Center (NEC): Achievement Grades: K - 12

Site wide goal based on the change of the percent of students at Newark Education Center (MEC) taking and receiving a 3 or a 4 on the NYS Alternate Assessment compared to the recent years' average of the students receiving a 3 or 4, using up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

The NYS Alternate Assessment will include: 3-8: ELA, Math, Science, and Social Studies & Secondary: ELA Math, Science, and Social Studies.

The average score used to determine the change in percent of student receiving a 3 or a 4 will be calculated as follows:

- If 1 year of test result data exists: The last year of data will be used until such time as there are two (2) years of data, then;
- If 2 years of test result data exists: The average of two (2) years of data until such time as there are three (3) years of data, then;
- If 3 years of test result data exists: The average of three (3) years of data until such time as there are four (4) or more years of data, then;
- If 4 years of test result data exists: The high and low score years will be dropped and an average of the remaining two (2) years of data will be used to calculate the average, then;
- If 5 years of test result data exists: The high and low score years will be dropped and an average of the remaining three (3) years of data will be used to calculate the average, then;
- If 6 or more years of test result data exists: The average will take into account only the five most recent years, the high and low score years will be dropped and an average of the remaining three (3) years of data will be used.

Once the average score is determined, as outlined above, the current years' percent of students receiving a 3 or a 4 will be compared to that average. The difference between the average score and the current year score will be used to determine the site wide achievement points for teachers according to the NEC Achievement Chart.

Task 3. Local Measures (Teachers)

3.13) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Site wide goal based on the change of the percent of students at Newark Education Center (NEC) taking and receiving a 3 or a 4 on the NYS Alternate Assessment compared to the recent years' average of the students receiving a 3 or 4, using up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

NEC Achievement Chart

NYS 3-8 Alternate Assessment

POINTS	Change between Average Score and Current Year Score (%)
20	14.0 or greater
19	12.00- 13.99
18	10.00- 11.99
17	8.00- 9.99
16	6.00- 7.99
15	4.00 - 5.99
14	2.00- 3.99
13	0.00 - 1.99
12	(0.01) – (4.00)
11	(4.01) – (8.00)
10	(8.01) – (16.00)
9	(16.01) – (20.00)
8	(20.01) – (24.00)
7	(24.01) – (28.00)
6	(28.01) – (32.00)
5	(32.01) – (36.00)
4	(36.01) – (40.00)
3	(40.01) – (44.00)
2	(44.01) – (48.00)
1	(48.01) - (52.00)
0	(52.01) or less

Task 3. Local Measures (Teachers)

3.13) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Red Jacket Education Center (RJEC): Achievement Grades K - 8

Site wide goal based on the change of the percent of students at Red Jacket Education Center (RJEC) taking and receiving a 2 or above on the NYS 3-8 Assessment compared to the recent years' average of the students receiving a 2 or above, using up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

The NYS Assessment will include: NYS 3-8 Assessment: ELA and Math.

The average score used to determine the change in percent of student receiving a 2 or above will be calculated as follows:

- If 1 year of test result data exists: The last year of data will be used until such time as there are two (2) years of data, then;
- If 2 years of test result data exists: The average of two (2) years of data until such time as there are three (3) years of data, then;
- If 3 years of test result data exists: The average of three (3) years of data until such time as there are four (4) or more years of data, then;
- If 4 years of test result data exists: The high and low score years will be dropped and an average of the remaining two (2) years of data will be used to calculate the average, then;
- If 5 years of test result data exists: The high and low score years will be dropped and an average of the remaining three (3) years of data will be used to calculate the average, then;
- If 6 or more years of test result data exists: The average will take into account only the five most recent years, the high and low score years will be dropped and an average of the remaining three (3) years of data will be used.

Once the average score is determined, as outlined above, the current years' percent of students receiving a 2 or above will be compared to that average. The difference between the average score and the current year score will be used to determine the site wide achievement points for teachers according to the RJEC Achievement chart.

Task 3. Local Measures (Teachers)

3.13) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Site wide goal based on the change of the percent of students at Red Jacket Education Center (RJEC) taking and receiving a 2 or above on the NYS 3-8 Assessment compared to the recent years' average of the students receiving a 2 or above, using up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

RJEC Achievement Chart

NYS 3-8 Assessment

POINTS	Change between Average Score and Current Year Score (%)
20	5.25 or greater
19	4.50 – 5.24
18	3.75 – 4.49
17	3.00 – 3.74
16	2.25 – 2.99
15	1.50 – 2.24
14	.75 – 1.49
13	0.00 - .74
12	(0.01) – (.67)
11	(.68) – (1.33)
10	(1.34) – (2.00)
9	(2.01) – (2.66)
8	(2.67) – (3.33)
7	(3.34) – (4.00)
6	(4.01) – (4.66)
5	(4.67) – (5.33)
4	(5.34) – (5.99)
3	(6.00) – (6.66)
2	(6.67) – (7.33)
1	(7.34) - (7.99)
0	(8.00) or less

Task 3. Local Measures (Teachers)

3.13) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Finger Lakes Secondary School (FLSS): Achievement Grades 8 - 12

Site wide goal based on the change of the percent of students at Finger Lakes Secondary School (FLSS) taking and passing (65 percent) the New York State Regents Exams compared to the recent years' average of the students passing, up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

The New York State Regent Exams will include: Common Core ELA, Global Studies, Common Core Algebra, Living Environment, and U.S. History & Government.

The average score used to determine the change in percent of student passing will be calculated as follows:

- If 1 year of test result data exists: The last year of data will be used until such time as there are two (2) years of data, then;
- If 2 years of test result data exists: The average of two (2) years of data until such time as there are three (3) years of data, then;
- If 3 years of test result data exists: The average of three (3) years of data until such time as there are four (4) or more years of data, then;
- If 4 years of test result data exists: The high and low score years will be dropped and an average of the remaining two (2) years of data will be used to calculate the average, then;
- If 5 years of test result data exists: The high and low score years will be dropped and an average of the remaining three (3) years of data will be used to calculate the average, then;
- If 6 or more years of test result data exists: The average will take into account only the five most recent years, the high and low score years will be dropped and an average of the remaining three (3) years of data will be used.

Once the average score is determined, as outlined above, the current years' percent of students passing the Regents will be compared to that average. The difference between the average score and the current year score will be used to determine the site wide achievement points for teachers according to the FLSS Achievement chart.

Task 3. Local Measures (Teachers)

3.13) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Site wide goal based on the change of the percent of students at Finger Lakes Secondary School (FLSS) taking and passing (65 percent) the New York State Regents Exams compared to the recent years' average of the students passing, up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

**FLSS
Achievement Chart**

NYS Regents Exams

POINTS	Change between Average Score and Current Year Score (%)
20	14.0 or greater
19	12.00- 13.99
18	10.00- 11.99
17	8.00- 9.99
16	6.00- 7.99
15	4.00- 5.99
14	2.00- 3.99
13	0.00 - 1.99
12	(0.01) – (2.14)
11	(2.15) – (4.28)
10	(4.29) – (6.42)
9	(6.43) – (8.56)
8	(8.57) – (10.70)
7	(10.71) – (12.84)
6	(12.85) – (14.98)
5	(14.99) – (17.12)
4	(17.13) – (19.26)
3	(19.27) – (21.40)
2	(21.41) – (23.54)
1	(23.55) - (25.68)
0	(25.69) or less

Task 3. Local Measures (Teachers)

3.13) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Wayne Education Center (WEC): Achievement Grades 8 - 12

Site wide goal based on the change of the percent of students at Wayne Education Center (WEC) taking and passing (65 percent) the New York State Regents Exams compared to the recent years' average of the students passing, up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

The New York State Regent Exams will include: Common Core ELA, Global Studies, Common Core Algebra, Living Environment, and U.S. History & Government.

The average score used to determine the change in percent of student passing will be calculated as follows:

- If 1 year of test result data exists: The last year of data will be used until such time as there are two (2) years of data, then;
- If 2 years of test result data exists: The average of two (2) years of data until such time as there are three (3) years of data, then;
- If 3 years of test result data exists: The average of three (3) years of data until such time as there are four (4) or more years of data, then;
- If 4 years of test result data exists: The high and low score years will be dropped and an average of the remaining two (2) years of data will be used to calculate the average, then;
- If 5 years of test result data exists: The high and low score years will be dropped and an average of the remaining three (3) years of data will be used to calculate the average, then;
- If 6 or more years of test result data exists: The average will take into account only the five most recent years, the high and low score years will be dropped and an average of the remaining three (3) years of data will be used.

Once the average score is determined, as outlined above, the current years' percent of students passing the Regents will be compared to that average. The difference between the average score and the current year score will be used to determine the site wide achievement points for teachers according to the WEC Achievement chart.

Task 3. Local Measures (Teachers)

3.13) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Site wide goal based on the change of the percent of students at Wayne Education Center (WEC) taking and passing (65 percent) the New York State Regents Exams compared to the recent years' average of the students passing, up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

WEC Achievement Chart

NYS Regents Exams

POINTS	Change between Average Score and Current Year Score (%)
20	14.00 or greater
19	12.00 - 13.99
18	10.00 - 11.99
17	8.00 - 9.99
16	6.00 - 7.99
15	4.00 - 5.99
14	2.00 - 3.99
13	0.00 - 1.99
12	(0.01) – (2.14)
11	(2.15) – (4.28)
10	(4.29) – (6.42)
9	(6.43) – (8.56)
8	(8.57) – (10.70)
7	(10.71) – (12.84)
6	(12.85) – (14.98)
5	(14.99) – (17.12)
4	(17.13) – (19.26)
3	(19.27) – (21.40)
2	(21.41) – (23.54)
1	(23.55) - (25.68)
0	(25.69) or less

Task 3. Local Measures (Teachers)

3.13) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Finger Lakes Technical and Career Center (FLTCC): Achievement Grades 11 - 12

Site wide goal based on the change of the percent of students at Finger Lakes Technical and Career Center (FLTCC) taking and passing (proficiency will be set as the passing score provided by the assessment vendor or BOCES) of CTE Assessments provided by NOCTI (approved 3rd party vendor) or developed by BOCES.

The average score used to determine the change in percent of student passing will be calculated as follows:

- If 1 year of test result data exists: The last year of data will be used until such time as there are two (2) years of data, then;
- If 2 years of test result data exists: The average of two (2) years of data until such time as there are three (3) years of data, then;
- If 3 years of test result data exists: The average of three (3) years of data until such time as there are four (4) or more years of data, then;
- If 4 years of test result data exists: The high and low score years will be dropped and an average of the remaining two (2) years of data will be used to calculate the average, then;
- If 5 years of test result data exists: The high and low score years will be dropped and an average of the remaining three (3) years of data will be used to calculate the average, then;
- If 6 or more years of test result data exists: The average will take into account only the five most recent years, the high and low score years will be dropped and an average of the remaining three (3) years of data will be used.

Once the average score is determined, as outlined above, the current years' percent of students passing the 3rd party assessments will be compared to that average. The difference between the average score and the current year score will be used to determine the site wide achievement points for teachers according to the FLTCC Achievement chart.

Task 3. Local Measures (Teachers)

3.13) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Site wide goal based on the change of the percent of students at Finger Lakes Technical and Career Center (FLTCC) taking and passing (proficiency will be set as the passing score provided by the assessment vendor or BOCES) of CTE Assessments provided by NOCTI (approved 3rd party vendor) or developed by BOCES.

**FLTCC
Achievement Chart**

3rd Party Assessments

POINTS	Change between Average Score and Current Year Score (%)
20	10.50 or greater
19	9.00 – 10.49
18	7.50 – 8.99
17	6.00- 7.49
16	4.50 – 5.99
15	3.00 - 4.49
14	1.50 - 2.99
13	0.00 - 1.49
12	(0.01) – (2.00)
11	(2.01) – (4.00)
10	(4.01) – (6.00)
9	(6.01) – (8.00)
8	(8.01) – (10.00)
7	(10.01) – (12.00)
6	(12.01) – (14.00)
5	(14.01) – (16.00)
4	(16.01) – (18.00)
3	(18.01) – (20.00)
2	(20.01) – (22.00)
1	(22.01) - (24.00)
0	(24.01) or less

Task 3. Local Measures (Teachers)

3.13) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Wayne Technical and Career Center (WTCC): Achievement Grades 11 - 12

Site wide goal based on the change of the percent of students at Wayne Technical and Career Center (WTCC) taking and passing (proficiency will be set as the passing score provided by the assessment vendor/approved 3rd party) CTE Assessments provided by approved 3rd party vendors.

The approved 3rd party assessments will include those assessments as outlined in the CTE Assessment Chart.

The average score used to determine the change in percent of student passing will be calculated as follows:

- If 1 year of test result data exists: The last year of data will be used until such time as there are two (2) years of data, then;
- If 2 years of test result data exists: The average of two (2) years of data until such time as there are three (3) years of data, then;
- If 3 years of test result data exists: The average of three (3) years of data until such time as there are four (4) or more years of data, then;
- If 4 years of test result data exists: The high and low score years will be dropped and an average of the remaining two (2) years of data will be used to calculate the average, then;
- If 5 years of test result data exists: The high and low score years will be dropped and an average of the remaining three (3) years of data will be used to calculate the average, then;
- If 6 or more years of test result data exists: The average will take into account only the five most recent years, the high and low score years will be dropped and an average of the remaining three (3) years of data will be used.

Once the average score is determined, as outlined above, the current years' percent of students passing the 3rd party assessments will be compared to that average. The difference between the average score and the current year score will be used to determine the site wide achievement points for teachers according to the following chart

Task 3. Local Measures (Teachers)

3.13) HEDI Tables or Graphics

Locally Selected Measures of Student Achievement

Site wide goal based on the change of the percent of students at Wayne Technical and Career Center (WTCC) taking and passing (proficiency will be set as the passing score provided by the assessment vendor/approved 3rd party) CTE Assessments provided by approved 3rd party vendors.

WTCC Achievement Chart

3rd Party Assessments

POINTS	Change between Average Score and Current Year Score (%)
20	10.50 or greater
19	9.00 – 10.49
18	7.50 – 8.99
17	6.00- 7.49
16	4.50 – 5.99
15	3.00 - 4.49
14	1.50 - 2.99
13	0.00 - 1.49
12	(0.01) – (2.00)
11	(2.01) – (4.00)
10	(4.01) – (6.00)
9	(6.01) – (8.00)
8	(8.01) – (10.00)
7	(10.01) – (12.00)
6	(12.01) – (14.00)
5	(14.01) – (16.00)
4	(16.01) – (18.00)
3	(18.01) – (20.00)
2	(20.01) – (22.00)
1	(22.01) - (24.00)
0	(24.01) or less

Scoring of Observations

WFL BOCES 60-pt Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite	Total Average Rubric Score	Category	Conversion score for composite
4.000	Highly Effective	60.25 (round to 60)	1.300	Ineffective	37.00
3.90 – 3.99	Highly Effective	60.00	1.292	Ineffective	36.00
3.80 – 3.89	Highly Effective	59.80	1.283	Ineffective	35.00
3.70 – 3.79	Highly Effective	59.50	1.275	Ineffective	34.00
3.60 – 3.69	Highly Effective	59.30	1.267	Ineffective	33.00
3.50 – 3.59	Highly Effective	59.00	1.258	Ineffective	32.00
3.40 – 3.49	Effective	58.80	1.250	Ineffective	31.00
3.30 – 3.39	Effective	58.60	1.242	Ineffective	30.00
3.20 – 3.29	Effective	58.40	1.233	Ineffective	29.00
3.10 – 3.19	Effective	58.20	1.225	Ineffective	28.00
3.00 – 3.09	Effective	58.00	1.217	Ineffective	27.00
2.90 – 2.99	Effective	57.80	1.208	Ineffective	26.00
2.80 – 2.89	Effective	57.60	1.200	Ineffective	25.00
2.70 – 2.79	Effective	57.40	1.192	Ineffective	24.00
2.60 – 2.69	Effective	57.20	1.185	Ineffective	23.00
2.50 – 2.59	Effective	57.00	1.177	Ineffective	22.00
2.40 – 2.49	Developing	56.30	1.169	Ineffective	21.00
2.30 – 2.39	Developing	55.60	1.162	Ineffective	20.00
2.20 – 2.29	Developing	54.90	1.154	Ineffective	19.00
2.10 – 2.19	Developing	54.20	1.146	Ineffective	18.00
2.00 – 2.09	Developing	53.50	1.138	Ineffective	17.00
1.90 – 1.99	Developing	52.80	1.131	Ineffective	16.00
1.80 – 1.89	Developing	52.10	1.123	Ineffective	15.00
1.70 – 1.79	Developing	51.40	1.115	Ineffective	14.00
1.60 – 1.69	Developing	50.70	1.108	Ineffective	13.00
1.50 – 1.59	Developing	50.00	1.100	Ineffective	12.00
1.40 – 1.49	Ineffective	49.00	1.092	Ineffective	11.00
1.39	Ineffective	48.00	1.083	Ineffective	10.00
1.383	Ineffective	47.00	1.075	Ineffective	9.00
1.375	Ineffective	46.00	1.067	Ineffective	8.00
1.367	Ineffective	45.00	1.058	Ineffective	7.00
1.358	Ineffective	44.00	1.050	Ineffective	6.00
1.350	Ineffective	43.00	1.042	Ineffective	5.00
1.342	Ineffective	42.00	1.033	Ineffective	4.00
1.333	Ineffective	41.00	1.025	Ineffective	3.00
1.325	Ineffective	40.00	1.017	Ineffective	2.00
1.317	Ineffective	39.00	1.008	Ineffective	1.00
1.308	Ineffective	38.00	1.000	Ineffective	0.00

APPENDIX B
Teacher Improvement Plan (TIP)

STATUS

- 1st Year Probationer
- 2nd Year Probationer
- 3rd Year Probationer
- Tenured
- Other _____

DATE FINAL EVALUATION CONDUCTED:

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed by the teacher, with approval from the administrator. A TIP is not a disciplinary action. At least once per semester, the teacher, administrator and mentor (if one has been assigned) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Teacher: _____ Tenure Area: _____

Position: _____

Participants:

Place a check mark in the box next to any domain/APPR section below that is rated as Developing or Ineffective during the prior school year.

- | | | |
|---|--|---|
| <input type="checkbox"/> Domain 1: Planning and Preparation | <input type="checkbox"/> Domain 2: Classroom Environment | <input type="checkbox"/> Local Assessment |
| <input type="checkbox"/> Domain 3: Instruction | <input type="checkbox"/> Domain 4: Professional Responsibilities | <input type="checkbox"/> State Assessment |

APPENDIX B
Teacher Improvement Plan (TIP)

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the teacher's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement. Only the areas marked above as receiving an Ineffective or Developing should be addressed in the goals below.

Goals to address area(s) checked off above:	Activities/Actions to be taken by teacher:	How will the improvement be assessed? (Evidence?)	Support provided for improvement:	Achievement Timeline:

I acknowledge receipt of this Teacher Improvement Plan and it has been discussed and reviewed with me.

Teacher Signature

Date

I have reviewed and discussed this Teacher Improvement Plan with the above referenced teacher.

Administrator Signature

Date

Student Learning Objectives

% of Students Meeting SLO Target	Points For Local Growth
96.00 - 100	20
90.00 – 95.99	19
86.00 – 89.99	18
85.00 -85.99	17
84.00 – 84.99	16
83.00 - 83.99	15
82.00 – 82.99	14
81.00 – 81.99	13
79.00 - 80.99	12
78.00 – 78.99	11
77.00 – 77.99	10
76.00 – 76.99	9
75.00 – 75.99	8
74.00 – 74.99	7
72.00 -73.99	6
70.00 - 71.99	5
68.00 - 69.99	4
66.00 - 67.99	3
60.00 - 65.99	2
50.00 - 59.99	1
49.99 or less	0

Task 8. Local Measures (Principals)

8.1) HEDI Tables of Graphics

Locally Selected Measures of Student Achievement

The following scales will be used when the Value-Added model is implemented. Until then, the scales in 8.2 will be used

Site wide goal based on the percent change of students at each site taking and receiving a proficient score on the applicable assessment(s) compared to the recent years' average of the students receiving a proficient core, using up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

The average score used to determine the percent change of students taking and receiving a proficient score will be calculated as follows:

- If 1 year of test result data exists: The last year of data will be used until such time as there are two (2) years of data, then;
- If 2 years of test result data exists: The average of two (2) years of data until such time as there are three (3) years of data, then;
- If 3 years of test result data exists: The average of three (3) years of data until such time as there are four (4) or more years of data, then;
- If 4 years of test result data exists: The high and low score years will be dropped and an average of the remaining two (2) years of data will be used to calculate the average, then;
- If 5 years of test result data exists: The high and low score years will be dropped and an average of the remaining three (3) years of data will be used to calculate the average, then;
- If 6 or more years of test result data exists: The average will take into account only the five most recent years, the high and low score years will be dropped and an average of the remaining three (3) years of data will be used.

Once the average score is determined, as outlined above, the current years' percent of students taking and receiving a proficient score will be compared to that average.

Percent change is calculated as follows:

Percent Change between (Current Year Proficient Percent – Average Proficient Percent)

Task 8. Local Measures (Principals)
8.1) HEDI Tables of Graphics
Locally Selected Measures of Student Achievement

$$\frac{\text{Current Year Score and Average Year Score}}{\text{Average Proficient Percent}} \times 100$$

The percent change will be used to determine the site wide achievement points for teachers according to the Achievement Chart.

POINTS	% Changes between Current Year Score and Average Year Score
15	26.00 or greater
14	18.00 – 25.99
13	9.00 – 17.99
12	.01 – 8.99
11	0
10	(.01) – (9.99)
9	(10.00) – (17.99)
8	(18.00) – (24.99)
7	(25.00) – (32.99)
6	(33.00) – (39.99)
5	(40.00) – (47.99)
4	(48.00) – (52.99)
3	(53.00) – (59.99)
2	(60.00) – (69.99)
1	(70.00) – (74.99)
0	(75.00) or less

Applicable Assessments by Site are as follows:

Midlakes Education Center (MEC):

Assessment: NYS Alternate Assessment

The NYS Alternate Assessment will include: 3-8: ELA, Math, Science, and Social Studies & Secondary: ELA Math, Science, and Social Studies.

Task 8. Local Measures (Principals)
8.1) HEDI Tables of Graphics
Locally Selected Measures of Student Achievement

Proficiency: 3 or 4

Newark Education Center (NEC):

Assessment: NYS Alternate Assessment

The NYS Alternate Assessment will include: 3-8: ELA, Math, Science, and Social Studies & Secondary: ELA Math, Science, and Social Studies.

Proficiency: 3 or 4

Red Jacket Education Center (RJEC):

Assessment: NYS 3-8 Assessment: ELA and Math

Proficiency: 2 or above

Finger Lakes Secondary School (FLSS):

Assessment: NYS Regents Exams

The New York State Regent Exams will include: Common Core ELA, Global Studies, Common Core Algebra, Living Environment, and U.S. History & Government.

Proficiency: 65 or above

Wayne Education Center (WEC):

Assessment: NYS Regents Exams

The New York State Regent Exams will include: Common Core ELA, Global Studies, Common Core Algebra, Living Environment, and U.S. History & Government.

Proficiency: 65 or above

Finger Lakes Technical and Career Center (FLTCC):

Task 8. Local Measures (Principals)

8.1) HEDI Tables of Graphics

Locally Selected Measures of Student Achievement

Assessment: NOCTI Assessments and BOCES-Developed Regional Assessments

Proficiency: passing score set by the assessment vendor and BOCES

Wayne Technical and Career Center (WTCC):

Assessment: NOCTI Assessments and BOCES-Developed Regional Assessments

Proficiency: passing score set by the assessment vendor and BOCES

Task 8. Local Measures (Principals)

8.2) HEDI Tables of Graphics

Locally Selected Measures of Student Achievement

Site wide goal based on the percent change of students at each site taking and receiving a proficient score on the applicable assessment(s) compared to the recent years' average of the students receiving a proficient core, using up to five years of data and taking into account any statistical anomalies by dropping the high and low scores (see below).

The average score used to determine the percent change of students taking and receiving a proficient score will be calculated as follows:

- If 1 year of test result data exists: The last year of data will be used until such time as there are two (2) years of data, then;
- If 2 years of test result data exists: The average of two (2) years of data until such time as there are three (3) years of data, then;
- If 3 years of test result data exists: The average of three (3) years of data until such time as there are four (4) or more years of data, then;
- If 4 years of test result data exists: The high and low score years will be dropped and an average of the remaining two (2) years of data will be used to calculate the average, then;
- If 5 years of test result data exists: The high and low score years will be dropped and an average of the remaining three (3) years of data will be used to calculate the average, then;
- If 6 or more years of test result data exists: The average will take into account only the five most recent years, the high and low score years will be dropped and an average of the remaining three (3) years of data will be used.

Once the average score is determined, as outlined above, the current years' percent of students taking and receiving a proficient score will be compared to that average.

Percent change is calculated as follows:

Percent Change between Current Year Score and Average Year Score	=	(Current Year Proficient Percent – Average Proficient Percent) _____	X 100
		Average Proficient Percent	

The percent change will be used to determine the site wide achievement points for teachers according to the Achievement Chart.

Task 8. Local Measures (Principals)
8.2) HEDI Tables of Graphics
Locally Selected Measures of Student Achievement

POINTS	% Changes between Current Year Score and Average Year Score
20	30.0 or greater
19	26.00 - 29.99
18	21.00 - 25.99
17	16.00 - 20.99
16	11.00 - 15.99
15	6.00 - 10.99
14	0.01 - 5.99
13	0
12	(.01) – (6.99)
11	(7.00) – (13.99)
10	(14.00) – (20.99)
9	(21.00) – (27.99)
8	(28.00) – (34.99)
7	(35.00) – (41.99)
6	(42.00) – (48.99)
5	(49.00) – (55.99)
4	(56.00) – (62.99)
3	(63.00) – (69.99)
2	(70.00) – (76.99)
1	(77.00) – (83.99)
0	(84.00) or less

Applicable Assessments by Site are as follows:

Midlakes Education Center (MEC):

Assessment: NYS Alternate Assessment

The NYS Alternate Assessment will include: 3-8: ELA, Math, Science, and Social Studies & Secondary: ELA Math, Science, and Social Studies.

Proficiency: 3 or 4

Newark Education Center (NEC):

Assessment: NYS Alternate Assessment

Task 8. Local Measures (Principals)
8.2) HEDI Tables of Graphics
Locally Selected Measures of Student Achievement

The NYS Alternate Assessment will include: 3-8: ELA, Math, Science, and Social Studies & Secondary: ELA Math, Science, and Social Studies.

Proficiency: 3 or 4

Red Jacket Education Center (RJEC):

Assessment: NYS 3-8 Assessment: ELA and Math

Proficiency: 2 or above

Finger Lakes Secondary School (FLSS):

Assessment: NYS Regents Exams

The New York State Regent Exams will include: Common Core ELA, Global Studies, Common Core Algebra, Living Environment, and U.S. History & Government.

Proficiency: 65 or above

Wayne Education Center (WEC):

Assessment: NYS Regents Exams

The New York State Regent Exams will include: Common Core ELA, Global Studies, Common Core Algebra, Living Environment, and U.S. History & Government.

Proficiency: 65 or above

Finger Lakes Technical and Career Center (FLTCC):

Assessment: NOCTI Assessments and BOCES-Developed Regional Assessments

Proficiency: passing score set by the assessment vendor and BOCES

Wayne Technical and Career Center (WTCC):

Assessment: NOCTI Assessments and BOCES-Developed Regional Assessments

Task 8. Local Measures (Principals)

8.2) HEDI Tables of Graphics

Locally Selected Measures of Student Achievement

Proficiency: passing score set by the assessment vendor and BOCES

Scoring of Observations

WFL BOCES 60-pt Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite	Total Average Rubric Score	Category	Conversion score for composite
4.000	Highly Effective	60.25 (round to 60)	1.300	Developing	37.00
3.90 – 3.99	Highly Effective	60.00	1.292	Developing	36.00
3.80 – 3.89	Highly Effective	59.80	1.283	Developing	35.00
3.70 – 3.79	Highly Effective	59.50	1.275	Developing	34.00
3.60 – 3.69	Highly Effective	59.30	1.267	Developing	33.00
3.50 – 3.59	Highly Effective	59.00	1.258	Developing	32.00
3.40 – 3.49	Highly Effective	58.80	1.250	Developing	31.00
3.30 – 3.39	Highly Effective	58.60	1.242	Developing	30.00
3.20 – 3.29	Highly Effective	58.40	1.233	Developing	29.00
3.10 – 3.19	Highly Effective	58.20	1.225	Developing	28.00
3.00 – 3.09	Highly Effective	58.00	1.217	Developing	27.00
2.90 – 2.99	Highly Effective	57.80	1.208	Developing	26.00
2.80 – 2.89	Highly Effective	57.60	1.200	Developing	25.00
2.70 – 2.79	Highly Effective	57.40	1.192	Developing	24.00
2.60 – 2.69	Highly Effective	57.20	1.185	Developing	23.00
2.50 – 2.59	Highly Effective	57.00	1.177	Developing	22.00
2.40 – 2.49	Highly Effective	56.30	1.169	Developing	21.00
2.30 – 2.39	Highly Effective	55.60	1.162	Developing	20.00
2.20 – 2.29	Highly Effective	54.90	1.154	Developing	19.00
2.10 – 2.19	Highly Effective	54.00	1.146	Developing	18.00
2.00 – 2.09	Effective	53.00	1.138 – 1.145	Ineffective	17.00
1.90 – 1.99	Effective	52.80	1.131	Ineffective	16.00
1.80 – 1.89	Effective	52.10	1.123	Ineffective	15.00
1.70 – 1.79	Effective	51.40	1.115	Ineffective	14.00
1.60 – 1.69	Effective	50.70	1.108	Ineffective	13.00
1.50 – 1.59	Effective	50.00	1.100	Ineffective	12.00
1.40 – 1.49	Effective	49.00	1.092	Ineffective	11.00
1.39	Effective	48.00	1.083	Ineffective	10.00
1.383	Effective	47.00	1.075	Ineffective	9.00
1.375	Effective	46.00	1.067	Ineffective	8.00
1.367	Effective	45.00	1.058	Ineffective	7.00
1.358	Effective	44.00	1.050	Ineffective	6.00
1.350	Effective	43.00	1.042	Ineffective	5.00
1.342	Effective	42.00	1.033	Ineffective	4.00
1.333	Effective	41.00	1.025	Ineffective	3.00
1.325 - 1.332	Developing	40.00	1.017	Ineffective	2.00
1.317	Developing	39.00	1.008	Ineffective	1.00
1.308	Developing	38.00	1.000	Ineffective	0.00

Principal Improvement Plan

- A. Upon rating a principal as ineffective or developing, a Principal Improvement Plan (PIP) designed to rectify perceived or demonstrated deficiencies shall be developed and commenced no later than ten (10) school days before the start of a school year. The principal shall develop an improvement plan, to be approved by the department director, that contains:
1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
 2. Specific improvement goal/outcome statements.
 3. Specific improvement action steps/activities.
 4. A reasonable time line for achieving improvement.
 5. Required and accessible resources.
 6. A formative evaluation process documenting meetings scheduled monthly throughout the year to assess progress. These meetings shall be scheduled by the department director. A written summary of feedback by the department director on progress shall be given within ten (10) business days of each meeting.
 7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
 8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.
- B. No later than August 15th, the principal will submit a draft of a PIP, consistent with the rubric contained in this section, to be approved by the department director. The department director will schedule a work session with the principal between August 15th and ten (10) days prior to the start of the school year to review and discuss the plan and to consider input from the principal.
- C. The results of the summative assessment on the Principal Improvement Plan do not guarantee a specific rating on the current year APPR.
- D. In the event that any scores and/or data is not received from the state in time to meet the criteria of this section, the PIP will be in place no later than 10- school day from the start of the school year.

Principal Improvement Plan (TIP)

STATUS

- 1st Year Probationer
 2nd Year Probationer
 3rd Year Probationer
 Tenured
 Other _____

DATE FINAL EVALUATION CONDUCTED:

The NYS Commissioner's Regulation requires that any principal with an annual professional performance review rated as Developing or Ineffective shall receive a Principal Improvement Plan (PIP). A PIP shall be developed by the principal, with approval from the Director of K-12 Instruction. A PIP is not a disciplinary action. At least once a month, the principal, the department director and mentor (if one has been assigned) shall meet to assess the effectiveness of the PIP in assisting the principal to achieve the goals set forth in the PIP. Based on the outcome of this assessment, the PIP shall be modified accordingly.

Principal: _____ Tenure Area: _____

Position: _____

Participants:

Place a check mark in the box next to any domain/APPR section below that is rated as Developing or Ineffective during the prior school year.

- ____ Domain 1: Shared Vision of Learning
____ Domain 3: Safe, Efficient, Effective Learning Environment
____ Domain 5: Integrity, Fairness, and Ethics
____ Local Assessment

- ____ Domain 2: School Culture and Instructional Program
____ Domain 4: Community
____ Domain 6: Political, Social, Economic, Legal & Cultural Context
____ State Assessment

Principal Improvement Plan (TIP)

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the principal's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement. Only the areas marked above as receiving an Ineffective or Developing should be addressed in the goals below.

Goals to address area(s) checked off above:	Activities/Actions to be taken by principal:	How will the improvement be assessed? (Evidence?)	Support provided for improvement:	Achievement Timeline:

I acknowledge receipt of this Principal Improvement Plan and it has been discussed and reviewed with me.

Principal Signature

Date

I have reviewed and discussed this Principal Improvement Plan with the above referenced principal.

Department Director

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.

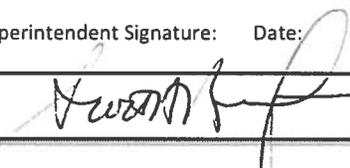
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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 Teacher Improvement Plan (TIP) or Principal Improvement Plan (PIP), in accordance with all applicable statutes and regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations
 - Assure that the district or BOCES has appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal

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

Signatures, dates

Superintendent Signature: Date:

 6/4/15

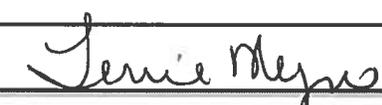
Teachers Union President Signature: Date:

 6/4/15

Administrative Union President Signature: Date:

 6/4/15

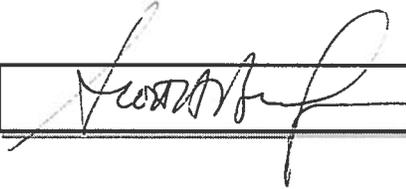
Board of Education President Signature: Date:

 6/4/15

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

	6-4-15
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