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

Commissioner of Education
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Sept. 16, 2013

Revised

Eric Lawton, Superintendent
West Valley Central School
5359 School Street, PO Box 290
West Valley, NY 14171

Dear Superintendent Lawton:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Lynda Quick

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Tuesday, July 23, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

040204040000

1.2) School District Name:

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

West Valley Central School District

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Wednesday, August 28, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	New York State Assessment 3-8 Common Core ELA
1	School-or BOCES-wide, group or team results based on State assessments	New York State Assessment 3-8 Common Core ELA
2	School-or BOCES-wide, group or team results based on State assessments	New York State Assessment 3-8 Common Core ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using prior year data New York State 3-8 ELA Assements school wide target will be established that represents the districts minimum rigor expectations for growth. Teachers will be assigned 0-20 points based on the number of students that met the established school wide growth target within the HEDI rating categories as identified on the "Conversion Chart for SLOs". School wide targets have been developed collaboratively with teachers and the principal; aligned to district growth goals. For Grade 3 ELA the teacher and principal will establish individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet their

	individual growth targets a corresponding 0-20 point HEDI score will be determined using the uploaded 20 point conversion chart in task 2.11. Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teacher will receive a rating of highly effective when 81%-100% of the students meet the target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teacher will receive a rating of effective when 61%-80% of the students meet the target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teacher will receive a rating of developing when 41%-60% of the students meet the target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teacher will receive a rating of inneffective when 0%-40% of the students meet the target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	New York State Assessment 3-8 Common Core Math
1	School-or BOCES-wide, group or team results based on State assessments	New York State Assessment 3-8 Common Core Math
2	School-or BOCES-wide, group or team results based on State assessments	New York State Assessment 3-8 Common Core Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using prior year data from New York State 3-8 Math Assessments, a school wide target will be established that represents the districts minimum rigor expecations for growth. Teachers will be assigned 0-20 points based on the number of students that met the established school wide growth target within the HEDI rating categories as identified on the "Conversion Chart for SLOs". School wide targets have been developed collaboratively with teachers and the principal; aligned to district growth goals. For Grade 3 Math the teacher and principal will establish individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet their individual growth targets a corresponding 0-20 point HEDI

	score will be determined using the uploaded 20 point conversion chart in task 2.11. Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teacher will receive a rating of highly effective when 81%-100% of the students meet the target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teacher will receive a rating of effective when 61%-80% of the students meet the target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teacher will receive a rating of developing when 41%-60% of the students meet the target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teacher will receive a rating of inneffective when 0%-40% of the students meet the target.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Common Branch
7	District, regional or BOCES-developed assessment	CA 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.

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.	Using data results from regionally developed pre-assessments, prior student assessment data, and prior academic data class average growth targets will be developed. Class average growth targets will be developed collaboratively with the teacher and the principal; aligned to district growth goals. Teachers will be assigned 0-20 points based on the number of students that met the established class average growth target within the HEDI rating categories as identified on the "Conversion Chart for SLOs". Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teacher will receive a rating of highly effective when 81%-100% of the students meet the established target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teacher will receive a rating of effective when 61%-80% of the students meet the established target.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teacher will receive a rating of developing when 41%-60% of the students meet the established target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teacher will receive a rating of inneffective when 0%-40% of the students meet the established target.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Common Branch
7	District, regional or BOCES-developed assessment	CA BOCES developed 7th grade social studies assessment
8	District, regional or BOCES-developed assessment	CA 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.

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.	Using data results from regionally developed pre-assessments, prior student assessment data, and prior academic data class average growth targets will be developed. Class average growth targets will be developed collaboratively with the teacher and the principal; aligned to district growth goals. Teachers will be assigned 0-20 points based on the number of students that met the established class average growth target within the HEDI rating categories as identified on the "Conversion Chart for SLOs". Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teacher will receive a rating of highly effective when 81%-100% of the students meet the established target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teacher will receive a rating of effective when 61%-80% of the students meet the established target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teacher will receive a rating of developing when 41%-60% of the students meet the established target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teacher will receive a rating of inneffective when 0%-40% of the students meet the established target.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	NYS Common Core English/NYS Comprehensive English Regents, NYS Common Core Algebra Regents/NYS Integrated Algebra Regents, NYS Global II, NYS US History, and NYS Living Environment Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using prior year data from NYS Regents Exams, regionally developed pre-assessments, prior student assessment data, and/or prior student academic data class average growth targets will be developed collaboratively with the teacher and the principal; aligned to district growth goals. Teachers will be assigned 0-20 points based on the number of students that met the established class average growth target within the HEDI rating categories as identified on the "Conversion Chart for SLOs". For Global 1 points will be awarded based on the percentage of students school wide meeting or exceeding their class average growth targets. Our district will adminster both the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents our teachers will recieve HEDI scores based on the higher student scores of the two. Our district will adminster both the NYS Common Core English Regents and the NYS Comprehnsive English Regents. Our teachers will recieve HEDI scores based on the higher of the two student scores. Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teacher will receive a rating of highly effective when 81%-100% of the students meet the established target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teacher will receive a rating of effective when 61%-80% of the students meet the established target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teacher will receive a rating of developing when 41%-60% of the students meet the established target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teacher will receive a rating of inneffective when 0%-40% of the students meet the established target.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using prior year data from NYS Regents Exams, regionally developed pre-assessments, prior student assessment data, and/or prior student academic data class average growth targets will be developed collaboratively with the teacher and the principal; aligned to district growth goals. Teachers will be assigned 0-20 points based on the number of students that met the established class average growth target within the HEDI rating categories as identified on the "Conversion Chart for SLOs". Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teacher will receive a rating of highly effective when 81%-100% of the students meet the established target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teacher will receive a rating of effective when 61%-80% of the students meet the established target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teacher will receive a rating of developing when 41%-60% of the students meet the established target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teacher will receive a rating of inneffective when 0%-40% of the students meet the established target.

2.8) High School Math Regents Courses

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

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

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

Algebra 2	Regents assessment	Regents assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using prior year data from NYS Regents Exams, regionally developed pre-assessments, prior student assessment data, and/or prior student academic data class average growth targets will be developed collaboratively with the teacher and the principal; aligned to district growth goals. Teachers will be assigned 0-20 points based on the number of students that met the established class average growth target within the HEDI rating categories as identified on the "Conversion Chart for SLOs". Our district will adminster both the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents our teachers will recieve HEDI scores based on the higher student scores of the two. Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teacher will receive a rating of highly effective when 81%-100% of the students meet the established target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teacher will receive a rating of effective when 61%-80% of the students meet the established target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teacher will receive a rating of developing when 41%-60% of the students meet the established target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teacher will receive a rating of inneffective when 0%-40% of the students meet the established target.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Common Core English Regents and NYS Comprehensive English Regents, NYS Common Core Algebra Regetns and NYS Integrated Algebra Regents, NYS Global II, NYS US History, and NYS Living Environment Regents

Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Common Core English Regents and NYS Comprehensive English Regents, NYS Common Core Algebra Regetns and NYS Integrated Algebra Regents, NYS Global II, NYS US History, and NYS Living Environment Regents
Grade 11 ELA	Regents assessment	NYS Common Core English Regents and NYS Comprehnsive English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using prior year data from NYS Regents exams, regionally developed pre-assessments, prior student assessment data, and/or prior student academic class average growth targets will be developed collaboratively with the teacher and the principal; aligned to district growth goals. Teachers will be assigned 0-20 points based on the number of students that met the established class average growth target within the HEDI rating categories as identified on the "Conversion Chart for SLOs". For 11th grade our district will adminster both the NYS Common Core English Regents and the NYS Comprehnsive English Regents. Our teachers will recieve HEDI scores based on the higher of the two student scores. For English 9 and 10 points will be awarded based on the percentage of students school wide meeting or exceeding their class average growth targets. Whenever our district administers both the NYS Common Core English Regents and NYS Comprehensive English and NYS Common Core Algebra Regents and NYS Integrated Algebra Regents the higher student scores of the two will be used. Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teacher will receive a rating of highly effective when 81%-100% of the students meet the established target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teacher will receive a rating of effective when 61%-80% of the students meet the established target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teacher will receive a rating of developing when 41%-60% of the students meet the established target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teacher will receive a rating of inneffective when 0%-40% of the students meet the established target.

2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	All other teachers not named above in grades 9-12	School/BOCES-wide/group/ team results based on State	NYS Common Core English Regents and NYS Comprehensive English Regents, NYS Common Core Algebra Regetns and NYS Integrated Algebra Regents, NYS Global II, NYS US History, and NYS Living Environment Regents
	All other teachers not named above in grades K-8	School/BOCES-wide/group/ team results based on State	New York State 3-8 Common Core ELA and Math Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For all other teachers in Kindergarten through 8th grade, using prior year data results from New York State 3-8 ELA and Math Assessments, a school wide target will be established that represents the districts minimum rirgor expectations for growth. Teachers will be assigned 0-20 points based on the number of students that met the established school wide growth target within the HEDI rating categories as identified on the "Conversion Chart for SLOs". School wide targets have been developed collaboratively with teachers and the principal; aligned to district growth goals. For all other teachers in 9th – 12th grade, using prior year data results from New York State Regents examinations a school wide target will be established that represents the districts minimum rigor expectations for growth in five (5) required Regents Exams; NYS Common Core Algebra Regents/NYS Integrated Algebra Regents, NYS Living Environment Regents, NYS Global II Regents, NYS U.S. History Regents, and NYS Common Core English Regents/NYS Comprehensive English Regents Teachers will be assigned 0-20 points based on the number of students that met the established school wide growth target within the HEDI rating categories as identified on the "Conversion Chart for SLOs". School wide targets have been developed collaboratively with teachers and the principal; aligned to district growth goals. Whenever our district administers both the NYS Common Core English Regents and NYS Comprehensive English and NYS Common Core Algebra Regents and NYS Integrated Algebra

	Regents the higher student scores of the two will be used. Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teacher will receive a rating of highly effective when 81%-100% of the students meet the established target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teacher will receive a rating of effective when 61%-80% of the students meet the established target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teacher will receive a rating of developing when 41%-60% of the students meet the established target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teacher will receive a rating of inneffective when 0%-40% of the students meet the established target.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/211728-TXEtxx9bQW/20 Point HEDI Scale for SLO Conversion_1.docx

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS 3-5 Common Core ELA and Math Assessments
5	6(ii) School wide measure computed locally	NYS 3-5 Common Core ELA and Math Assessments
6	6(ii) School wide measure computed locally	NYS 6-8 Common Core ELA and Math Assessments

7	6(ii) School wide measure computed locally	NYS 6-8 Common Core ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS 6-8 Common Core ELA and Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The locally selected measure for West Valley Central School is calculated by using school-wide measures of student achievement based on NYS Common Core ELA and Mathematics assessments. All teachers will share the same HEDI structure. For teachers in grades K-5 (elementary) and teachers in grades 6-8 (middle) the measure includes: a combined ELA Performance Index (maximum value=200 points) and Math Performance Index (maximum value=200 points). These measures are calculated by the district based on student proficeny data available to the district. NYS Performance Index is calculated using the following formula: [(# of students scoring at level 2, level 3 and level 4 + the # of students scoring at level 3 and level 4) ÷ # of students] x 100. The two Performance Indexes are then added together. This calculation will be applied to all teachers in the building irrespective of the level of students they instruct. Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 upload document
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 upload document
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 upload document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 upload document

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	NYS 3-5 Common Core ELA and Math Assessments
5	6(ii) School wide measure computed locally	NYS 3-5 Common Core ELA and Math Assessments
6	6(ii) School wide measure computed locally	NYS 6-8 Common Core ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS 6-8 Common Core ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS 6-8 Common Core ELA and Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The locally selected measure for West Valley Central School is calculated by using school-wide measures of student achievement based on NYS Common Core ELA and Mathematics assessments. All teachers will share the same HEDI structure. For teachers in grades K-5 (elementary) and teachers in grades 6-8 (middle) the measure includes: a combined ELA Performance Index (maximum value=200 points) and Math Performance Index (maximum value=200 points). These measures are calculated by the district based on student proficeny data available to the district. NYS Performance Index is calculated using the following formula: [(# of students scoring at level 2, level 3 and level 4 + the # of students scoring at level 3 and level 4) ÷ # of students] x 100. The two Performance Indexes are then added together. This calculation will be applied to all teachers in the building irrespective of the level of students they instruct. Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 upload document
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 upload document
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 upload document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3 upload document

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/570944-rhJdBgDruP/West Valley 15 and 20 point Local Scale.docx

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measure for West Valley Central School is calculated by using school-wide measures of student achievement based on NYS Common Core ELA and Mathematics assessments. All teachers will share the same HEDI structure. For teachers in grades K-5 (elementary) and teachers in grades 6-8 (middle) the measure includes: a combined ELA Performance Index (maximum value=200 points) and Math Performance Index (maximum value=200 points). These measures are calculated by the district based on student proficeny data available to the district. NYS Performance Index is calculated using the following formula: [(# of students scoring at level 2, level 3 and level 4 + the # of students scoring at level 3 and level 4) ÷ # of students] x 100. The two Performance Indexes are then added together. This calculation will be applied to all teachers in the building irrespective of the level of students they instruct. Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 350-400 will result in a highly effective score. See attached file: West Valley Local Measure 20 pt HEDI Scale

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 170-349 will result in an effective score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 50-169 will result in a developing score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 0-49 will result in an ineffective score. See attached file: West Valley Local Measure 20 pt HEDI Scale

3.5) Grades K-3 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measure for West Valley Central School is calculated by using school-wide measures of student achievement based on NYS Common Core ELA and Mathematics assessments. All teachers will share the same HEDI structure. For teachers in grades K-5 (elementary) and teachers in grades 6-8 (middle) the measure includes: a combined ELA Performance Index (maximum value=200 points) and Math Performance Index (maximum value=200 points). These measures are calculated by the district based on student proficeny data available to the district. NYS Performance Index is calculated using the following formula: [(# of students scoring at level 2, level 3 and level 4 + the # of students scoring at level 3 and level 4) ÷ # of students] x 100. The two Performance Indexes are then added together. This calculation will be applied to all teachers in the building irrespective of the level of students they instruct. Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one

	scoring band into another.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 350-400 will result in a highly effective score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 170-349 will result in an effective score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 50-169 will result in a developing score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 0-49 will result in an ineffective score. See attached file: West Valley Local Measure 20 pt HEDI Scale

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	NYS 6-8 Common Core ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS 6-8 Common Core ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS 6-8 Common Core ELA and Math Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measure for West Valley Central School is calculated by using school-wide measures of student achievement based on NYS Common Core ELA and Mathematics assessments. All teachers will share the same HEDI structure. For teachers in grades K-5 (elementary) and teachers in grades 6-8 (middle) the measure includes: a combined ELA Performance Index (maximum value=200 points) and Math Performance Index (maximum value=200 points). These measures are calculated by the district based on student proficeny data available to the district. NYS Performance Index is calculated using the following formula: [(# of students scoring at level 2, level 3 and level 4 + the # of students scoring at level 3 and level 4) ÷ # of students] x 100. The two Performance Indexes are then added together. This calculation will be applied to all teachers in the building irrespective of the level of students they instruct. Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 350-400 will result in a highly effective score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 170-349 will result in an effective score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 50-169 will result in a developing score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 0-49 will result in an ineffective score. See attached file: West Valley Local Measure 20 pt HEDI Scale

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	NYS 6-8 Common Core ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS 6-8 Common Core ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS 6-8 Common Core ELA and Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measure for West Valley Central School is calculated by using school-wide measures of student achievement based on NYS Common Core ELA and Mathematics assessments. All teachers will share the same HEDI structure. For teachers in grades K-5 (elementary) and teachers in grades 6-8 (middle) the measure includes: a combined ELA Performance Index (maximum value=200 points) and Math Performance Index (maximum value=200 points). These measures are calculated by the district based on student proficeny data available to the district. NYS Performance Index is calculated using the following formula: [(# of students scoring at level 2, level 3 and level 4 + the # of students scoring at level 3 and level 4) ÷ # of students] x 100. The two Performance Indexes are then added together, This calculation will be applied to all teachers in the building irrespective of the level of students they instruct. Normal rounding rules will apply however in no case shall

	rounding cause a teacher's HEDI score to move from one scoring band into another.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 350-400 will result in a highly effective score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 170-349 will result in an effective score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 50-169 will result in a developing score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 0-49 will result in an ineffective score. See attached file: West Valley Local Measure 20 pt HEDI Scale

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	NYS Common Core Algebra/NYS Integrated Algebra Regents and NYS Comprehensive English Regents/NYS Common Core English Regents
Global 2	6(ii) School wide measure computed locally	NYS Common Core Algebra/NYS Integrated Algebra Regents and NYS Comprehensive English Regents/NYS Common Core English Regents
American History	6(ii) School wide measure computed locally	NYS Common Core Algebra/NYS Integrated Algebra Regents and NYS Comprehensive English Regents/NYS Common Core English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measure for West Valley Central School is calculated by using school-wide measures of student achievement based on NYS Common Core Algebra/NYS Integrated Algebra Regents and NYS Common Core English Regents/NYS Comprehensive English Regents . All teachers will share the same HEDI structure. For teachers in grades 9-12 (high school) the measure includes: a combined ELA Performance Index based on the NYS Common Core English

	Regents/NYS Comprehensive English Regents (maximum value=200 points) and the Math Performance Index based on the NYS Common Core Algebra Regents/NYS Integrated Algebra Regents (maximum value=200 points). These measures are calculated by the district using students assessment data available to the district. NYS Performance Index is calculated using the following formula: [(# of students scoring at level 2, level 3 and level 4 + the # of students scoring at level 3 and level 4) ÷ # of students] x 100. The following describes NYS point ranges for peformance levels on Regents exams: Level 1= 0-54, Level 2= 55-64, Level 3=65-84, Level 4=85-100. When calculated the two Performance Indexes are then added together. This calculation will be applied to all teachers who teach subjects in 9th- 12th grades. Whenever our district administers both the NYS Common Core English Regents and NYS Comprehensive English and NYS Common Core Algebra Regents and NYS Integrated Algebra Regents the higher student scores of the two will be used. Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 350-400 will result in a highly effective score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 170-349 will result in an effective score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 50-169 will result in a developing score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 0-49 will result in an ineffective score. See attached file: West Valley Local Measure 20 pt HEDI Scale

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	NYS Common Core Algebra/NYS Integrated Algebra Regents and NYS Comprehensive English Regents/NYS Common Core English Regents
Earth Science	6(ii) School wide measure computed locally	NYS Common Core Algebra/NYS Integrated Algebra Regents and NYS Comprehensive English Regents/NYS Common Core English Regents
Chemistry	6(ii) School wide measure computed locally	NYS Common Core Algebra/NYS Integrated Algebra Regents and NYS Comprehensive English Regents/NYS Common Core English Regents

Physics	6(ii) School wide measure computed locally	NYS Common Core Algebra/NYS Integrated Algebra Regents and NYS Comprehensive English Regents/NYS Common Core English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measure for West Valley Central School is calculated by using school-wide measures of student achievement based on NYS Common Core Algebra/NYS Integrated Algebra Regents and NYS Common Core English Regents/NYS Comprehensive English Regents . All teachers will share the same HEDI structure. For teachers in grades 9-12 (high school) the measure includes: a combined ELA Performance Index based on the NYS Common Core English Regents/NYS Comprehensive English Regents (maximum value=200 points) and the Math Performance Index based on the NYS Common Core Algebra Regents/NYS Integrated Algebra Regents (maximum value=200 points). These measures are calculated by the district using students assessment data available to the district. NYS Performance Index is calculated using the following formula: [(# of students scoring at level 2, level 3 and level 4 + the # of students scoring at level 3 and level 4) ÷ # of students] x 100. The following describes NYS point ranges for peformance levels on Regents exams: Level 1= 0-54, Level 2= 55-64, Level 3=65-84, Level 4=85-100. When calculated the two Performance Indexes are then added together. This calculation will be applied to all teachers who teach subjects in 9th- 12th grades. Whenever our district administers both the NYS Common Core English Regents and NYS Comprehensive English and NYS Common Core Algebra Regents and NYS Integrated Algebra Regents the higher student scores of the two will be used. Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 350-400 will result in a highly effective score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 170-349 will result in an effective score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 50-169 will result in a developing score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 0-49 will result in an ineffective score. See attached file: West Valley Local Measure 20 pt HEDI Scale

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	NYS Common Core Algebra/NYS Integrated Algebra Regents and NYS Comprehensive English Regents/NYS Common Core English Regents
Geometry	6(ii) School wide measure computed locally	NYS Common Core Algebra/NYS Integrated Algebra Regents and NYS Comprehensive English Regents/NYS Common Core English Regents
Algebra 2	6(ii) School wide measure computed locally	NYS Common Core Algebra/NYS Integrated Algebra Regents and NYS Comprehensive English Regents/NYS Common Core English Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measure for West Valley Central School is calculated by using school-wide measures of student achievement based on NYS Common Core Algebra/NYS Integrated Algebra Regents and NYS Common Core English Regents/NYS Comprehensive English Regents . All teachers will share the same HEDI structure. For teachers in grades 9-12 (high school) the measure includes: a combined ELA Performance Index based on the NYS Common Core English Regents/NYS Comprehensive English Regents (maximum value=200 points) and the Math Performance Index based on the NYS Common Core Algebra Regents/NYS Integrated Algebra Regents (maximum value=200 points). These measures are calculated by the district using students assessment data available to the district. NYS Performance Index is calculated using the following formula: [(# of students scoring at level 2, level 3 and level 4 + the # of students scoring at level 3 and level 4) ÷ # of students] x 100. The following describes NYS point ranges for peformance levels on Regents exams: Level 1= 0-54, Level 2= 55-64, Level 3=65-84, Level 4=85-100. When calculated the two Performance Indexes are then added together. This calculation will be applied to all teachers who

	teach subjects in 9th- 12th grades. Whenever our district administers both the NYS Common Core English Regents and NYS Comprehensive English and NYS Common Core Algebra Regents and NYS Integrated Algebra Regents the higher student scores of the two will be used. Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 350-400 will result in a highly effective score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 170-349 will result in an effective score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 50-169 will result in a developing score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 0-49 will result in an ineffective score. See attached file: West Valley Local Measure 20 pt HEDI Scale

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	NYS Common Core Algebra/NYS Integrated Algebra Regents and NYS Comprehensive English Regents/NYS Common Core English Regents
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Common Core Algebra/NYS Integrated Algebra Regents and NYS Comprehensive English Regents/NYS Common Core English Regents
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Common Core Algebra/NYS Integrated Algebra Regents and NYS Comprehensive English Regents/NYS Common Core English Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measure for West Valley Central School is calculated by using school-wide measures of student achievement based on NYS Common Core Algebra/NYS Integrated Algebra Regents and NYS Common Core English Regents/NYS Comprehensive English Regents . All teachers will share the same HEDI structure. For teachers in grades 9-12 (high school) the measure includes: a combined ELA Performance Index based on the NYS Common Core English Regents/NYS Comprehensive English Regents (maximum value=200 points) and the Math Performance Index based on the NYS Common Core Algebra Regents/NYS Integrated Algebra Regents (maximum value=200 points). These measures are calculated by the district using students assessment data available to the district. NYS Performance Index is calculated using the following formula: [(# of students scoring at level 2, level 3 and level 4 + the # of students scoring at level 3 and level 4) ÷ # of students] x 100. The following describes NYS point ranges for peformance levels on Regents exams: Level 1= 0-54, Level 2= 55-64, Level 3=65-84, Level 4=85-100. When calculated the two Performance Indexes are then added together. This calculation will be applied to all teachers who teach subjects in 9th- 12th grades. Whenever our district administers both the NYS Common Core English Regents and NYS Comprehensive English and NYS Common Core Algebra Regents and NYS Integrated Algebra Regents the higher student scores of the two will be used. Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 350-400 will result in a highly effective score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 170-349 will result in an effective score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 50-169 will result in a developing score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 0-49 will result in an ineffective score. See attached file: See attached file: West Valley Local Measure 20 pt HEDI Scale

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment

	All other elementary courses and teachers not listed above.	6(ii) School wide measure computed locally	NYS 3-5 Common Core ELA and Math Assessments
	All other Middle School courses or Middle School teachers not listed above.	6(ii) School wide measure computed locally	NYS 6-8 Common Core ELA and Math Assessments
	All other High School courses or teachers not listed above.	6(ii) School wide measure computed locally	NYS Common Core Algebra/NYS Integrated Algebra Regents and NYS Comprehensive English Regents/NYS Common Core English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measure for West Valley Central School is calculated by using school-wide measures of student achievement based on NYS ELA and Mathematics assessments. All teachers will share the same HEDI structure. For teachers in grades K-5 (elementary) the NYS Common Core 3-5 ELA and Math will be used. For teachers in grades, 6-8 (middle school) the NYS Common Core 6-8 ELA and Math will be used. For teachers in 9-12 (high school) the measure is based on NYS Common Core English Regents/NYS Comprehensive English Regents and the NYS Common Core Algebra Regents/NYS Integrated Algebra Regents. For all teacher's the following district calculation will apply for the local measure. A combined ELA Performance Index (maximum value=200 points) and Math Performance Index (maximum value=200 points). These measures are calculated by the district using student assessment data available to the district. NYS Performance Index is calculated using the following formula: [(# of students scoring at level 2, level 3 and level 4 + the # of students scoring at level 3 and level 4) ÷ # of students] x 100. The following describes NYS point ranges for peformance levels on Regents exams: Level 1= 0-54, Level 2= 55-64, Level 3=65-84, Level 4=85-100. The two Performance Indexes are then added together. This calculation will be applied to all teachers in the building irrespective of the level of students they instruct. Whenever our district administers both the NYS Common Core English Regents and NYS Comprehensive English and NYS Common Core Algebra Regents and NYS Integrated Algebra Regents the higher student scores of the two will be used.

	Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 350-400 will result in a highly effective score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 170-349 will result in an effective score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 50-169 will result in a developing score. See attached file: West Valley Local Measure 20 pt HEDI Scale
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement scores ranging from 0-49 will result in an ineffective score. See attached file: West Valley Local Measure 20 pt HEDI Scale

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/570944-y92vNseFa4/West Valley Local Measure 20 pt HEDI Scale_1.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.

The process for combining locally selected measure will be weighted based on the proportion of students a teacher is assigned to in a given area, elementary, middle, and high school. Therefore, a teacher with multiple locally selected measures will weight each measure based on the proportion of students that teacher is assigned to to determine their overall locally selected points.

Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Thursday, August 29, 2013

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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

(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]	45
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)

Structured reviews of lesson plans, student portfolios and other teacher artifacts	15

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teacher Practice Rubric: Charlotte Danielson's Framework for Teaching (2007)

Formal observation including Pre and Post observation conferences=30 points
The formal observation cycle, pre-observation, classroom observation, and post observation assesses Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, and Domain 3: Instruction of Charlotte Danielson’s Framework for Teaching

(2007). Each component of each domain will be evaluated using a 4 pt. rubric with a 1-4 scale where 1 is ineffective, 2 is developing, 3 is effective and 4 is highly effective. The rubric scores for each component of Domain 1, 2, and 3 will then be averaged to determine a final rubric score that will determine the number of points out of 30 a teacher will receive for this subcomponent. See attached "conversion chart for Danielson".

Probationary teachers are required to complete 2 formal observation cycles. The above scoring will be utilized for each observation of a probationary teacher where the two formal observation scores will be averaged to determine the overall score out of 30 in this subcomponent.

Unannounced observation/s = 15 points:
The unannounced observation assesses Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, and Domain 3: Instruction of Charlotte Danielson's Framework for Teaching (2007). Using Charlotte Danielson's Framework for Teaching (2007) we will focus on 14 specific indicators of teaching behavior within Domain's 1, 2, and 3 that could be evidenced by a teacher at any given point in time during a lesson; but not exclude other evidence outside of the focused indicators. Each indicator evidenced by a teacher will be evaluated using Charlotte Danielson's Framework for Teaching (2007) rubric. Each indicator will be evaluated using a four (4) point rubric score (0-4) where 0,1 is ineffective, 2 is developing, 3 is effective and 4 is highly effective. A teacher will receive a rubric score for all indicators observed. The rubric score for each of the 14 focuse indicators will be summed. The 15th indicator score will be a 0-4 average of all non focused indicators observed. The sum of the total rubric scores will then be divided by four (4) to determine a teacher's score from 0-15. A teacher is rated as ineffective for earning between 0-5 points, developing for earning between 6-12 points, effective for earning 13-14 points, and highly effective for earning 15 points.

Structured Artifact Review or Individual Professional Goals=15 points
To evaluate Domain 4: Professional Responsibilities of Charlotte Danielson's Framework for Teaching (2007) teachers may choose one of two options, Structured Artifact Review or Individual Professional Goals. For each option the West Valley Central Teachers Association and the building principal will collaboratively determine three components of Domain 4: Professional Responsibilities to focus on for a given school year. Each component of Domain 4 will be evaluated using a 4 point rubric (0-4) where 0,1 is ineffective, 2 is developing, 3 is effective and 4 is highly effective.

The structured artifact review assesses Domain 4: Professional Responsibilities of Charlotte Danielson's Framework for Teaching (2007). Teachers will submit three artifacts by March 1st that eminate from three components of Domain 4 as determined by the WVTA and building principal. Artifacts will evidence a teachers proficiency in the three components of Domain 4 that were selected as an area of focus. Each artifact selected and its evidence will be evaluated using Charlotte Danielson's Framework for Teaching (2007) rubric. Each of the three (3) artifacts will be evaluated using a four (4) point rubric score (0-4) where 0,1 is ineffective, 2 is developing, 3 is effective and 4 is highly effective A teacher will receive a rubric score for each artifact up to and not exceeding three (3) artifacts. The rubric score for each artifact up to and not exceeding three (3) will be summed. The sum of the rubric scores will then be multiplied by 1.25 to convert to an overall score between 0-15 pts. Rounding will not be utilized. A teacher is rated as ineffective for earning between 0-5 points, developing for earning between 6-12 points, effective for earning 13-14 points, and highly effective for earning 15 points.

The development, implementation, and evaluation of Individual Professional Goals assesses Domain 4: Professional Responsibilities of Charlotte Danielson's Framework for Teaching (2007). Teachers will select and submit three (3) professional goals that eminate from three components of Domain 4: Professional Responsibilities as determined by the WVTA and building principal by October 1st of a given school year. For each of the three (3) yearly professional goals teachers will evidence their progress or successful implementation of their selected goal. Each professional goal selected and its implementation will be evaluated using Charlotte Danielson's Framework for Teaching (2007) rubric. Each of the three (3) professional goals will be evaluated using a four (4) point rubric (0-4) where 0,1 is ineffective, 2 is developing, 3 is effective and 4 is highly effective. A teacher will receive a rubric score for each professional goal summary up to and not exceeding three (3) professional goals. The rubric score for each professional goal up to and not exceeding three (3) will be summed. The sum of the rubric scores will then be multiplied by 1.25 to convert to an overall score between 0-15 pts. A teacher is rated as ineffective for earning between 0-5 points, developing for earning between 6-12 points, effective for earning 13-14 points, and highly effective for earning 15 points. Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.

A teacher's score from the formal observation, unannounced observation and structured artifact review or individual professional goals process will be added together to determine a teacher's overall points for "the other measures of teacher effectiveness." This processes truly assesses teacher's performance in the four domains of Charlotte Danielson's Framework for Teaching (2007) and is aligned with New York State Teaching Standards.

Normal rounding rules will apply however in no case shall rounding cause a teacher's HEDI score to move from one scoring band into another.

The rubric scores listed on the rubric chart are the minimum scores necessary to acheive HEDI point value.

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

assets/survey-uploads/12179/570945-eka9yMJ855/Conversion Chart for Danielson's Rubric.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.	Teachers rated highly effective will have obtained 59-60 of the possible 60 points. For a highly effective rating to be given there must be evidence that the learning is done by the learner and is a very active process. The evaluator must see evidence of student intellectual engagement and cite examples of how the teacher is promoting this. This is seen by inviting students to think and solve problems and to explain or write about their understanding. Key words that would exemplify a highly effective rating include: seamless, solved, highly, skillful, leadership, students, always, students facilitating, students assume responsibility for learning. A metaphor to explain highly effective rating: Students are driving the car.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers rated as effective will have obtained 57-58 of the possible 60 points. Key words to describe an effective rating: consistent. frequent, successful, appropriate, clear, positive, smooth, most
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers rated as developing will have obtained 56-50 of the possible 60 points. Key words to describe a developing rating: partial, generally, inconsistently, attempts, moderate, minimal, some
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers rated as Ineffective will have obtained 0-49 of the possible 60 points. Key words to describe an ineffective rating: unsafe, lack of, unaware, harmful, unclear, poor, unsuitable, none

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	2
4.6) Observations of Probationary Teachers | Informal/Short	1
4.6) Observations of Probationary Teachers | Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- 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

4.7) Observations of Tenured Teachers | Formal/Long	1
4.7) Observations of Tenured Teachers | Informal/Short	1
4.7) Observations of Tenured Teachers | Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Monday, August 12, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

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

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

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

Overall Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above

91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

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Updated Wednesday, August 28, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/221653-Df0w3Xx5v6/West Valley Collaborative Teacher-Principal Improvement Plan.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:

1. A teacher may challenge his/her APPR and/or TIP pursuant to Chapter 103 of the Laws of 2010 ((hereinafter referred to as an “APPR/TIP Appeal”), but such APPR/TIP appeal may only include:

a. The substance of the teacher's APPR if and only if the teacher receives a "Developing" or "Ineffective" rating (teachers receiving a "Highly Effective" or "Effective" rating may not appeal the substance of their APPR);
b. The District's adherence to the standards and methodologies for the APPR pursuant to Education Law 3012-c, and adherence to the regulations of the commissioner of Education;
c. The District's adherence to the Commissioner's regulations and compliance with the negotiated APPR procedures herein.
d. The District's issuance of a TIP or implementation of the terms of the TIP.

2. The APPR/TIP appeal is greivable under Article 3 of the WVTA contract if the district fails to follow the negotiated appeals process outlined herein. This process will be timely and expeditious.

3. The Superintendent will be the appeal officer for a teacher's APPR appeal. If either the Superintendent or the teacher believes there is a conflict of interest between parties, then an outside appeal officer will be selected.

4. The District Superintendent and/or the Assistant District Superintendent shall be the appeal officer for a Principal's APPR Appeal.

5. An appeal to a TIP plan or composite score rating of "Developing" or "Ineffective" rating must be submitted by the professional in writing directly to the Superintendent or his/her designee within fifteen (15) school days of receipt of the evaluation or improvement plan; and shall set forth the specific basis for the appeal. The appeal challenge should address questions of substance, adherence to agreed upon standards/methodologies for APPR, adherence to the Commissioner's Regulations, compliance with locally negotiated procedures, and the issuance/implementation of a Teacher Improvement Plan.

6. The appeal officer will provide a written decision no later than thirty (30) calendar days from the date upon which the teacher filed his/her appeal. The determination of the appeal pursuant to the above process is final and binding.

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.

The process by which Lead Evaluators will be ceritified has been adopted from the Commissioner's Regulations requiring training in the nine areas as outlined by the NYSED. The trainings in the nine areas are offered through Cattaraugus/Allegany BOCES Network Team. The nine areas of training include, 1. New York State Teaching Standards, 2. Evidence Based Observation, 3. Application and use of the student growth model, 4. Application and use of State-approved practice rubrics, 5. Application and use of any assessment tools, 6. Application and use of any State-approved locally selected measures, 7. Use of Statewide Instructional Reporting System, 8. Scoring Methodology to evaluate teacher or principals, 9. Considerations in evaluating teachers and principals of ELL and SWD. Upon completion of these trainings the Board of Education will certify lead evaluators.

All evaluators will recieve approximately 60 hours of training and will be recertified on annual basis by the Board of Education reflective of ongoing lead evaluator training offered through area BOCES and/or NYS Education Department.

The process of ensuring inter-rater reliability is to attend multiple trainings and participate in collegial circles throughout the year and in subsequent years that are offered by CA BOCES in collaboration with Tru-North Logic. The trainings will focus on using computer software to ensure accurate evidence collection, callibrate evidence collection, and ensure inter-rater reliability in teacher observations.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

their related functions, as applicable

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.6) Assurances -- Teachers | Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers | Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers | Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers | Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013
Updated Monday, July 22, 2013

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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):

PK-12
(No response)
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

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

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Not applicable		Not applicable

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Updated Tuesday, September 10, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growoth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	PK-12	(d) measures used by district for teacher evaluation	NYS 3-8 ELA and Math Assessments, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents and NYS Comprehensive English Regents, NYS Common Core English Regents

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The locally selected measure for West Valley Central School's principal is calculated by using school-wide measures of student achievement based on NYS Common Core 3-8 ELA and Mathematics assessments, NYS English Comprehensive English Regents, and NYS Integrated Algebra Regents. A principal's local score is calculated by determining the combined ELA Performance Index (maximum value=200 points) and Math Performance Index (maximum value=200 points). These measures are calculated by the district using available district assessment data. NYS Performance Index is calculated using the following formula: [(# of students scoring at level 2, level 3 and level 4 + the # of students scoring at level 3 and level 4) ÷ # of students] x 100. The following describes NYS point ranges for peformance levels on Regents exams: Level 1= 0-54, Level 2= 55-64, Level 3=65-84, Level 4=85-100.

	The two Performance Indexes are then added together and are converted to a 0-15 or 0-20 score based on the attached chart. Where both the NYS Common Core English Regents and NYS Comprehensive English Regents; and the NYS Common Core Algebra Regents and NYS Integrated Algebra Regents are used principals will recieve HEDI scores based on the higher student scores of the two. Normal rounding rules will apply however in no case shall rounding cause a Principal's HEDI score to move from one scoring band into another.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart 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)

(No response)

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

assets/survey-uploads/12190/570949-qBFVOWF7fC/West Valley 15 and 20 point Principal Local Scale.docx

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 7.3.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Tuesday, September 10, 2013

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9.1) Principal Practice Rubric

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

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

The Reeves Leadership Performance Matrix

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Reeves Leadership Performance Matrix will be used to evaluate the principal. A four point rubric score (0-4) where 0,1 is ineffective, 2 is developing, 3 is effective and 4 is highly effective. Two (2) formal observations will be completed and evaluate the ten (10) dimensions of the Reeves Leadership Performance Matrix. The dimensions are as follows; Dimension 1: Resiliency, Dimension 2: Personal Behavior and Professional Ethics, Dimension 3: Student Achievement, Dimension 4: Decision Making,Dimension 5: Communication, Dimension 6: Faculty Development, Dimension 7: Leadership Development, Dimension 8: Time/Task/Project Management, Dimension 9: Technology, and Dimension 10: Personal Professional Learning. Each Dimension has subcomponents where each subcomponent is scored using a four (4) point rubric. An average rubric score will be calculated by taking an average of all the subcomponent rubric scores.

In each of the two (2) observations an average 4 point rubric score (based on the following scale 0,1-Ineffective, 2-Developing, 3-Effective, 4-Highly Effective) will be used to determine an average rubric score. The average rubric scores of both observations will be summed and divided by 2 to determine an overall rubric score for the total of the two observations. The single overall rubric score for the observations will then be multiplied by 15 to determine the total number of points out of 60.

Normal rounding rules will apply however in no case shall rounding cause a Principal's HEDI score to move from one scoring band into another.

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	Principals rated highly effective will have obtained 57-60 of the possible 60 points.
Effective: Overall performance and results meet standards.	Principals rated as effective will have obtained 56-50 of the possible 60 points.
Developing: Overall performance and results need improvement in order to meet standards.	Principals rated as developing will have obtained 49-30 of the possible 60 points.
Ineffective: Overall performance and results do not meet standards.	Principals rated as Ineffective will have obtained 29-0 of the possible 60 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57-60
Effective	56-50
Developing	49-30
Ineffective	29-0

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, September 05, 2013

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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	57-60
Effective	56--50
Developing	49-30
Ineffective	29-0

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

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

Overall
Composite Score
Highly Effective
22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Tuesday, August 27, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/221771-Df0w3Xx5v6/West Valley Collaborative Teacher-Principal Improvement Plan.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:

1. A principal may challenge his/her APPR and/or PIP pursuant to Chapter 103 of the Laws of 2010 ((hereinafter referred to as an "APPR/PIP Appeal"), but such APPR/PIP appeal may only include:

a. The substance of the principal's APPR if and only if the principal receives a "Developing" or "Ineffective" rating (Principal's receiving a "Highly Effective" or "Effective" rating may not appeal the substance of their APPR);
b. The District's adherence to the standards and methodologies for the APPR pursuant to Education Law 3012-c, and adherence to the regulations of the commissioner of Education;
c. The District's adherence to the Commissioner's regulations and compliance with the negotiated APPR procedures herein.
d. The District's issuance of a PIP or implementation of the terms of the PIP.

2. The APPR/PIP appeal is greivable if the district fails to follow the negotiated appeals process outlined herein. This process will be timely and expeditious.

3. The Cattaraugus/Allegany BOCES District Superintendent and/or Assistant Superintendent will be the appeal officer for a principal's APPR appeal. If either the Superintendent or the principal believes there is a conflict of interest between parties, then an outside appeal officer will be selected. The list of outside appeal officers is as follows:

5. An appeal to a PIP plan or composite score rating of "Developing" or "Ineffective" rating must be submitted by the professional in writing directly to the Superintendent or his/her designee within fifteen (15) school days of receipt of the evaluation or improvement plan; and shall set forth the specific basis for the appeal. The appeal challenge should address questions of substance, adherence to agreed upon standards/methodologies for APPR, adherence to the Commissioner's Regulations, compliance with locally negotiated procedures, and the issuance/implementation of a Principal Improvement Plan.

6. The appeal officer will provide a written decision no later than thirty (30) calendar days from the date upon which the teacher filed his/her appeal. The determination of the appeal pursuant to the above process is final and binding.

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

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

The process by which Lead Evaluators have been certified was adopted from the Commissioner's Regulations requiring training in the nine areas as outlined by the NYSED. The trainings in the nine areas was offered through Cattaraugus/Allegany BOCES Network Team. The nine areas of training included, 1. New York State Teaching Standards, 2. Evidence Based Observation, 3. Application and use of the student growth model, 4. Application and use of State-approved practice rubrics, 5. Application and use of any assessment tools, 6. Application and use of any State-approved locally selected measures, 7. Use of Statewide Instructional Reporting System, 8. Scoring Methodology to evaluate teacher or principals, 9. Considerations in evaluating teachers and principals of ELL and SWD. Upon completion of these trainings the Board of Education will certify lead evaluators.

All evaluators received approximately 60 hours of training and will be recertified on annual basis by the Board of Education reflective of ongoing lead evaluator training offered through area BOCES and/or NYS Education Department.

Inter-rater reliability will be ensured through ongoing trainings offered by CA BOCES/Erie 1 BOCES, and/or other trainings offered by other organizations.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.6) Assurances -- Principals | Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals | Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals | Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals | Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Friday, September 13, 2013

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12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/570953-3Uqgn5g9Iu/APPR Submission page 9-13-13.pdf

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

20 Point HEDI Scale for SLO Conversion

0-40%		41-60%		61-80%		81-100%	
INEFFECTIVE		**DEVELOPING**		**EFFECTIVE**		**HIGHLY EFFECTIVE**	
Results are well-below state average for similar students (or District goals if no state test)		Results are below state average for similar students (or District goals if no state test		Results meet state average for similar students (or District goals if no state test)		Results are well-above state avaerage for similar students (or District goals if no state test)	
0	**≤14%**	**3**	**41-45%**	**9**	**61-63%**	**18**	**81-85%**
1	**15-27%**	**4**	**46-48%**	**10**	**64-66%**	**19**	**86-90%**
2	**28-40%**	**5**	**49-51%**	**11**	**67-68%**	**20**	**>90%**
		6	**52-54%**	**12**	**69-70%**		
		7	**55-57%**	**13**	**71-72%**		
		8	**58-60%**	**14**	**73-74%**		
				15	**75-76%**		
				16	**77-78%**		
				17	**79-80%**		

West Valley Local Measure: 15 pt HEDI Rating Scale for Teachers with a Value Added Score

Ineffective		Developing		Effective		Highly Effective	
0-66		67-199		200-359		360-400	
0	0-13	3	67-93	8	200-226	14	360-386
1	14-39	4	94-119	9	227-253	15	387-400
2	40-66	5	120-146	10	254-279		
		6	147-173	11	280-306		
		7	174-199	12	307-333		
				13	334-359		

West Valley Local Measure: 20 pt HEDI Rating Scale for teachers without a Value Added Score

Ineffective		Developing		Effective		Highly Effective	
0-49		50-169		170-349		350-400	
0	0-9	3	50-69	9	170-189	18	350-369
1	10-29	4	70-89	10	190-209	19	370-389
2	30-49	5	90-109	11	210-229	20	390-400
		6	110-129	12	230-249		
		7	130-149	13	250-269		
		8	150-169	14	270-289		
				15	290-309		
				16	310-329		
				17	330-349		

Notes: Until the next whole number is reached, scores will be rounded down, however in no case shall rounding result in a teacher's score moving from one band to another.

West Valley Local Measure: 20 pt HEDI Rating Scale for teachers without a Value Added Score

Ineffective		Developing		Effective		Highly Effective	
0-49		50-169		170-349		350-400	
0	0-9	3	50-69	9	170-189	18	350-369
1	10-29	4	70-89	10	190-209	19	370-389
2	30-49	5	90-109	11	210-229	20	390-400
		6	110-129	12	230-249		
		7	130-149	13	250-269		
		8	150-169	14	270-289		
				15	290-309		
				16	310-329		
				17	330-349		

Conversion Chart for Charlotte Danielson's Framework for Teaching (2007) (30 points of Other measures of effectiveness)

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
0-5		6-18		19-24		25-30	
Total Average Rubric Score	Conversion score for composite	Total Average Rubric Score	Conversion score for composite	Total Average Rubric Score	Conversion score for composite	Total Average Rubric Score	Conversion score for composite
1	0	1.6	6	2.5	19	3.5	25
1.1	1	1.65	7	2.6-2.7	20	3.6	26
1.2	2	1.7	8	2.8-2.9	21	3.7	27
1.3	3	1.75	9	3.0-3.1	22	3.8	28
1.4	4	1.8	10	3.2-3.3	23	3.9	29
1.5	5	1.85	11	3.4	24	4	30
		1.9	12				
		1.95	13				
		2	14				
		2.1	15				
		2.2	16				
		2.3	17				
		2.4	18				

WEST VALLEY COLLABORATIVE TEACHER/PRINCIPAL IMPROVEMENT PLAN

PURPOSE: Assistance plan for teachers/principals who are rated as developing or ineffective through an Annual Professional Performance Review. The Teacher Improvement Plan/Principal Improvement Plan is to be implemented no later than 10 school days from the opening of classes in the school year following the performance year.

Needed Areas of Improvement:

Timeline for Improvement:

How Improvement will be assessed:

Activities that Support the Improvement:

Teacher Signature/Principal _____ Date _____

Evaluator _____ Date _____

West Valley Local Measure: 15 pt HEDI Rating Scale for Principals with a Value Added Score

Ineffective		Developing		Effective		Highly Effective	
0-66		67-199		200-359		360-400	
0	0-13	3	67-93	8	200-226	14	360-386
1	14-39	4	94-119	9	227-253	15	387-400
2	40-66	5	120-146	10	254-279		
		6	147-173	11	280-306		
		7	174-199	12	307-333		
				13	334-359		

West Valley Local Measure: 20 pt HEDI Rating Scale for Principals without a Value Added Score

Ineffective		Developing		Effective		Highly Effective	
0-49		50-169		170-349		350-400	
0	0-9	3	50-69	9	170-189	18	350-369
1	10-29	4	70-89	10	190-209	19	370-389
2	30-49	5	90-109	11	210-229	20	390-400
		6	110-129	12	230-249		
		7	130-149	13	250-269		
		8	150-169	14	270-289		
				15	290-309		
				16	310-329		
				17	330-349		

Notes: Normal rounding will apply, however in no case shall rounding result in a Principal's HEDI rating changing from one HEDI scoring band to another.

WEST VALLEY COLLABORATIVE TEACHER/PRINCIPAL IMPROVEMENT PLAN

PURPOSE: Assistance plan for teachers/principals who are rated as developing or ineffective through an Annual Professional Performance Review. The Teacher Improvement Plan/Principal Improvement Plan is to be implemented no later than 10 school days from the opening of classes in the school year following the performance year.

Needed Areas of Improvement:

Timeline for Improvement:

How Improvement will be assessed:

Activities that Support the Improvement:

Teacher Signature/Principal _____ Date _____

Evaluator _____ Date _____

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

9/11/13

Teachers Union President Signature: Date:

9/11/13

Administrative Union President Signature: Date:

9/11/13

Board of Education President Signature: Date:

9/11/13