



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

Commissioner of Education
President of the University of the State of New York
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January 11, 2014

Revised

David Davison, Superintendent
Westfield Central School District
203 East Main Street
Westfield, NY 14787

Dear Superintendent Davison:

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: Dr. David O'Rourke

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, July 08, 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 : 062901040000

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

062901040000

1.2) School District Name: Westfield CSD

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

Westfield Academy and Central School

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 Monday, January 06, 2014

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

School- or BOCES-wide, group or team results based on State assessments

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NYS State Assessment ELA
1	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NYS State Assessment ELA
2	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NYS State Assessment 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.	For teachers in K-2 ELA, the HEDI score will be a school wide measure based on the average of the State provided growth scores assigned to teachers of the NYS grade 4 ELA Assessment. For grade 3 ELA, teachers will use baseline data to set individual growth targets, which will be approved by the principal; HEDI points will be assigned according to the percentage of students that meet or exceed the set targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See 2.11

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See 2.11

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NY State Assessment Math
1	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NY State Assessment Math
2	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NY State Assessment 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.	For teachers in K-2 math, the HEDI score will be a school wide measure based on the average of the State provided growth scores assigned to teachers of the NYS grade 4 math Assessment. For grade 3 math, teachers will use baseline data to set individual growth targets, which will be approved by the principal; HEDI points will be assigned according to the percentage of students that meet or exceed the set targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See 2.11

2.4) Grades 6-8 Science

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

Science	Assessment
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6	District, regional or BOCES-developed assessment	WACS District Developed 6 Grade Science Assessment
7	District, regional or BOCES-developed assessment	WACS District Developed 7 Grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will use baseline data to set individual growth targets, which will be approved by the principal; HEDI points will be assigned according to the percentage of students that meet or exceed targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	.See 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See 2.11

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	WACS District Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	WACS District Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	WACS District Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will use baseline data to set individual growth targets, which will be approved by the principal; HEDI points will be assigned according to the percentage of students that meet or exceed targets.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	WACS District Developed Global 9 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will use baseline data to set individual growth targets, which will be approved by the principal; HEDI points will be assigned according to the percentage of students that meet or exceed targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will use baseline data to set individual growth targets, which will be approved by the principal; HEDI points will be assigned according to the percentage of students that meet or exceed targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, 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.	Teachers will use baseline data to set individual growth targets, which will be approved by the principal, HEDI points will be assigned according to the percentage of students that meet or exceed set targets. WACS will administer the NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra Regents. For students in Common Core courses, teachers will use the higher of the two assessment scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	WACS District Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	WACS District Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents , NYS Common Core 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.	Teachers will use baseline data to set individual growth targets, which will be approved by the principal, HEDI points will be assigned according to the percentage of students that meet or exceed set targets. WACS will administer both the Comprehensive English Regents and the NYS Common Core English Regents. For students in Common Core courses, teachers will use the higher of the two assessment scores.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All Other High School Courses	School/BOCES-wide/group/team results based on State	All 5 required NYS Regents Exams in Comprehensive/Common Core English, Integrated/Common Core Algebra, US History, Global, and Living Environment
All Other Middle School Courses	School/BOCES-wide/group/team results based on State	6-8 NYS ELA and Math Assessments
MS Special Education Self Contained	School/BOCES-wide/group/team results based on State	NYS 6-8 ELA and Math Assessment
HS Special Education Self Contained	School/BOCES-wide/group/team results based on State	All 5 required NYS Regents Exams Comprehensive/Common Core English, Integrated/Common Core Algebra, US History, Global, and Living Environment
ESL	State Assessment	NYSESLAT
All Other Elementary Courses	School/BOCES-wide/group/team results based on State	NYS Grade 4-5 ELA Assessment
Elementary Special Education Self Contained	State Assessment	NYS Grade Specific ELA and Math assessment
MS ALT ED	State Assessment	NYS 6-8 ELA and Math assessments
Elementary Special Education Self Contained	School/BOCES-wide/group/team results based on State	NYS Grade 4 ELA assessment
MS ALT ED	School/BOCES-wide/group/team results based on State	NYS 6-8 ELA and Math Assessments
MS Special Education Self Contained	State Assessment	NYSAA
HS Special Education Self Contained	State Assessment	NYSSA

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 teachers using a school-wide measure based on the five Regents assessments, individual growth targets will be set by teachers in collaboration with the building principal using baseline data. HEDI points will be assigned according to the percentage of students that meet or exceed set targets. For teachers using a school-wide based measure based on all the State ELA and math assessments administered in their building, their HEDI score will be based on the average of the State-provided growth scores assigned to teachers of all NYS ELA and math Assessments administered in the building. For teachers using a school-wide measure based on all the State ELA assessments administered in the building, their HEDI score will be based on the average of the State-provided growth scores assigned to teachers of all the NYS ELA Assessments administered in the building. Teachers of Comprehensive/Common Core ELA and Integrated/Common Core Algebra will use the higher of the two test scores for students.

For the MS Special Education Self Contained course, the teacher will use baseline data to set individual growth targets for students taking the NYSAA, which will be approved by the principal. The SLO results will be based on the percentage of students that meet or exceed the set targets and will be weighted proportionately with the State-provided growth score assigned to teachers of the NYS 6-8 ELA and math assessments.

For the HS Special Education Self Contained course, the teacher will use baseline data to set individual growth targets for students taking the NYSAA, which will be approved by the principal. The SLO results will be based on the percentage of students that meet or exceed the set targets and will be weighted proportionately with the SLO results of the growth measure using the 5 required Regents exams (detailed in the 2.11 upload).

For the ESL course, the teacher will use baseline data to set individual growth targets for students taking the NYSESLAT, which will be approved by the principal. HEDI points will be assigned based on the percentage of students that meet or exceed the set targets.

For the Elementary School Special Education Self Contained course, the teacher will use baseline data to set individual growth targets for students taking the NYS 3-4 ELA and math assessments, which will be approved by the principal. The SLO results will be based on the percentage of students that meet or exceed the set targets and will be weighted proportionately with the State-provided growth score assigned to teachers of the NYS grade 4 ELA assessment.

For the MS Alt Ed course, the teacher will use baseline data to set individual growth targets for students taking the NYS 6-8 ELA and math assessments, which will be approved by the principal. The SLO results will be based on the percentage of students that meet or exceed the set targets and will be weighted proportionately with the State-provided growth score assigned to teachers of the NYS 6-8 ELA and math assessments. WACS will administer both the NYS Integrated and Common Core Algebra Regents as well as the NYS Comprehensive and

Common Core English Regents.
For students in Common Core courses, teachers will use the higher of the two assessment scores.
The proportionate weighting of SLO results and the State provided growth score will be weighted proportionately based on the number of students in each SLO.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students. See 2.11

Effective (9 - 17 points) Results meet District goals for similar students. See 2.11

Developing (3 - 8 points) Results are below District goals for similar students. See 2.11

Ineffective (0 - 2 points) Results are well-below District goals for similar students. See 2.11

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/560987-TXEttx9bQW/Section 2 charts_2.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.

NONE

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)

Created Tuesday, April 30, 2013

Updated Monday, January 06, 2014

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	4) State-approved 3rd party assessments	AIMSWEB
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	4) State-approved 3rd party assessments	STAR Reading Enterprise
7	4) State-approved 3rd party assessments	STAR Reading Enterprise
8	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.	Achievement targets will be set by teachers in collaboration with the building principal. HEDI points will be assigned according to the percentage of students that meet or exceed the set targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSWEB
5	4) State-approved 3rd party assessments	STAR Math Enterprise
6	4) State-approved 3rd party assessments	STAR Math Enterprise
7	4) State-approved 3rd party assessments	STAR Math Enterprise
8	4) State-approved 3rd party assessments	STAR Math Enterprise

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.	Achievement targets will be set by teachers in collaboration with the building principal. HEDI points will be assigned according to the percentage of students that meet or exceed the set targets.
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3

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/12149/560988-rhJdBgDruP/HEDI Chart 6 Upload section 3.3_1.docx

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWEB
1	4) State-approved 3rd party assessments	AIMSWEB
2	4) State-approved 3rd party assessments	AIMSWEB
3	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.	Achievement targets will be set by teachers in collaboration with the building principal. HEDI points will be assigned according to the percentage of students that meet or exceed the set targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
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3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWEB
1	4) State-approved 3rd party assessments	STAR Math Enterprise
2	4) State-approved 3rd party assessments	AIMSWEB
3	4) State-approved 3rd party assessments	STAR Math Enterprise

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.	Achievement targets will be set by teachers in collaboration with the building principal. HEDI points will be assigned according to the percentage of students that meet or exceed the set targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

3.6) Grades 6-8 Science

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

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

7	5) District, regional, or BOCES–developed assessments	WACS District Developed Grade 7 Science Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Achievement targets will be set by teachers in collaboration with the building principal. HEDI points will be assigned according to the percentage of students that meet or exceed the set targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Achievement targets will be set by teachers in collaboration with the building principal. HEDI points will be assigned
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.	according to the percentage of students that meet or exceed the set targets
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	WACS District Developed Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Assessment Global 2 Regents
American History	3) Teacher specific achievement or growth score computed locally	NYS Assessment US History 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.	Achievement targets will be set by teachers in collaboration with the building principal. HEDI points will be assigned according to the percentage of students that meet or exceed the set targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

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	3) Teacher specific achievement or growth score computed locally	NYS Regents Assessment in Living Environment
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Regents Assessment in Earth Science
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Regents Assessment in Chemistry
Physics	3) Teacher specific achievement or growth score computed locally	NYS Regents Assessment in Physics

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Achievement targets will be set by teachers in collaboration with the building principal. HEDI points will be assigned according to the percentage of students that meet or exceed the set targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

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	3) Teacher specific achievement or growth score computed locally	NYS Regents Integrated Algebra Regents, NYS Common Core Algebra Regents
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Regents Assessment in Geometry
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Regents Assessment in Algebra 2

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.	Achievement targets will be set by teachers in collaboration with the building principal. HEDI points will be assigned according to the percentage of students that meet or exceed the set targets. WACS will administer the NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra Regents. For students in Common Core courses, teachers will use the higher of the two assessment scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	WACS Developed ELA 9 Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	WACS Developed ELA 10 Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Regents 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.	Achievement targets will be set by teachers in collaboration with the building principal. HEDI points will be assigned according to the percentage of students that meet or exceed the set targets. WACS will administer both the NYS Comprehensive English Regents and the NYS Common Core English Regents. For students in Common Core courses, teachers will use the higher of the two assessment scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

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
LOTE	5) District/regional/BOCES–developed	WACS District Developed grade specific LOTE Assessment
Physical Education/Health	5) District/regional/BOCES–developed	WACS District Developed grade specific PE/Health Assessment
Art	5) District/regional/BOCES–developed	WACS District Developed grade specific Art Assessment
Technology	5) District/regional/BOCES–developed	WACS District Developed grade specific Technology Assessment
Music	5) District/regional/BOCES–developed	WACS District Developed grade specific Music Assessment
Career Technical Education	5) District/regional/BOCES–developed	WACS District Developed grade specific CTE Assessment
Special Education HS	4) State-approved 3rd party	STAR Reading Enterprise and STAR Math Enterprise
ESL	6(ii) School wide measure computed locally	NYS Living Environment, Integrated/Common Core Algebra, US History, Global Studies, Comprehensive/Common Core English Regents
ALT ED HS ELA/Math	6(ii) School wide measure computed locally	NYS Living Environment, Integrated /Common Core Algebra, US History, Global and Comprehensive/Common Core English Regents
Title 1 Math	4) State-approved 3rd party	AIMSWEB
Elementary AIS ELA	4) State-approved 3rd party	STAR Reading Enterprise
Title 1 Reading	4) State-approved 3rd party	AIMSWEB
Elementary AIS Math	4) State-approved 3rd party	STAR Math Enterprise
Special Education MS	4) State-approved 3rd party	AIMSWEB
Family and Consumer Science	5) District/regional/BOCES–developed	WACS District Developed Course Specific Assessment in Family and Consumer Science
Special Education EI Self Contained	4) State-approved 3rd party	AIMSWEB
Computers	5) District/regional/BOCES–developed	WACS District Developed Grade Specific Assessment in Computers

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.	Achievement targets will be set by teachers in collaboration with the building principal. HEDI points will be assigned according to the percentage of a teacher's students or the percentage of students school-wide that meet or exceed the set targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

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/12149/560988-y92vNseFa4/Section 3 charts_1.docx

3.14) Locally Developed Controls

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

None

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.

HEDI scores will be weighted proportionately based on the number of students converted by each measure and then added together.

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 Wednesday, November 27, 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 (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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.

See Attached

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/12179/560989-eka9yMJ855/17411652-APPRObsrubric13-14_1good.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.	See 4.5
Effective: Overall performance and results meet NYS Teaching Standards.	See 4.5
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See 4.5
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See 4.5

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	46-56
Ineffective	0-45

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	0
4.6) Observations of Probationary Teachers Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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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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	46-56
Ineffective	0-45

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Wednesday, November 20, 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/12193/560991-Df0w3Xx5v6/3414128-WACS Teacher 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:

Appeals of Annual Professional Performance Reviews shall be limited to only those which rate a tenured classroom teacher as "ineffective" or "developing" or a probationary teacher as "ineffective". A unit member may challenge only the substance of the

Annual Professional Performance Review, the District's adherence to the standards and methodologies required for such Annual Performance Review, the District's compliance with its procedures for conducting the Annual Professional Performance Review, or its issuance and/or implementation of the Teacher Improvement Plan.

Such challenge must be submitted in writing to the Administrator performing the Annual Professional Performance Review or Teacher Improvement Plan. There may be only one appeal submitted in relation to any particular Annual Professional Performance Review or Teacher Improvement Plan. The writing must explain in detail the specific basis for the challenge, and must provide any relevant supporting documentation. Any grounds not raised in the appeal shall be deemed waived. The appeal must be submitted within fifteen (15) school days of the issuance of the Annual Professional Performance Review or Teacher Improvement Plan or it is deemed waived. The meeting between the teacher and administrator shall be within five (5) school days of the submission of the appeal. The teacher has the burden of demonstrating a clear legal right to the relief sought and the burden of establishing the facts upon which such relief is sought.

Within five (5) school days of meeting with the teacher, the Administrator conducting the Annual Professional Performance Review or Teacher Improvement Plan shall submit a written determination. If the teacher disagrees to the determination, within five (5) school days, the teacher may submit a copy of the challenge, the determination, and a written statement explaining in detail the the basis for the disagreement with the determination, with any relevant supporting documentation, to the Superintendent of Schools. Upon receipt of the challenge, the Superintendent then has ten (10) school days in which to render a determination affirming, modifying, or rejecting the rating. If the Superintendent of Schools cannot render a determination, the record of appeal shall be submitted to a neutral third party within ten (10) school days, who shall be jointly selected by the Superintendent and WTA President. If the third party representative cannot be mutually chosen, then each party shall submit three (3) names from which one will be randomly selected. The third party shall not be currently employed by the District or the WTA. The third party shall have received Evaluator training as specified in this Plan. The parties further agree that such third party shall hear appeals in a timely manner after the appeal is made and shall issue a decision regarding the appeal within thirty (30) school days of receipt of the record. A challenge or determination under this section shall be exempt from the grievance and arbitration provisions in the collective negotiations agreement between the Parties, and may not be challenged in any other forum.

Where and to the extent practicable, the Annual Professional Performance Review of classroom teachers shall be a significant factor for employment decisions and teacher development as determined by the District, and will be subject to any procedures which may in the future be negotiated by the District and the Association.

The determination of the appeal process is final and binding. The grievance and/or arbitration procedure in the party's collective bargaining agreement shall not be used to appeal or review a teacher's performance review, except that failure to comply with the agreed upon appeals process is subject to a grievance procedure. The parties agree that they shall work collaboratively to resolve all concerns with the appeals process prior to filing a grievance. The Rules of the Board of Regents each provide that nothing herein shall be construed to alter or diminish the authority of the governing body of a school district of BOCES to grant or deny tenure to or terminate probationary teachers or principals during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's or principal's performance that is subject of the appeal.

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

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

Westfield Academy and central School will ensure that all lead Evaluators/Evaluators are properly trained and certified to complete an individual performance review. The training will be provided by the Erie 2 BOCES Network Team who are authorized to train on behalf of an evaluation rubric approved by NYSED. The Superintendent will certify evaluators and maintain records of certification of evaluators. The District will maintain a process of inter-rater reliability in accordance with NYSED guidance and protocols including data analysis, periodic comparison of assessments and/or calibration across evaluators.

The training includes the following requirements for Lead Evaluators/Evaluators:

NYS Teaching Standards and the ISLLC Standards

Evidence based observation

application and use of a student growth percentile and value added growth model data

application and use of any assessment tools used to evaluate teachers and principals

application and use of State approved locally selected measures of student achievement

use of Statewide Instructional Reporting System

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

scoring methodology used to evaluate teachers and principals

specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

Westfield Academy and Central School will work to ensure that evaluators maintain inter-rater reliability over time and that they are

re-certified on an annual basis and receive updated training on any changes in law, regulation or applicable collective bargaining agreements.

These trainings are ongoing and will be attended by administration as required. A minimum of 20 hours.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013
Updated Tuesday, August 06, 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):

k-5
6-12
(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)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Building Principal is covered by State provided score
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	NA
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	NA
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	NA
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	NA

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

NONE

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, November 20, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
k-5	(d) measures used by district for teacher evaluation	AIMSWEB and STAR Reading Enterprise
6-12	(d) measures used by district for teacher evaluation	NYS Regents Assessments in Comprehensive/Common Core English, Integrated/Common Core Algebra, US History, Global and Living Environment.

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.	WACS will administer the NYS Integrated Algebra Regents in addition to the Common Core Regents as well as both the NYS Comprehensive English Regents and the NYS Common Core Regents. For students in Common Core courses, Principals will use the higher of the two assessment scores.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See below
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See below
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See below
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See below

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/12190/560993-qBFVOWF7fC/3347270-HEIDI LSM BP2013-14 8.1_1.docx

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

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

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

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

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

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.

None

8.4) Principals with More Than One Locally Selected Measure

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

Not Applicable

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, November 27, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
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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)
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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)
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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 results of the MPPR score based on 88 points will be converted using a rubric for a total of 60 points. Each domain of the rubric will be scored as it is observed over the course of multiple visits. Domains 1-6 will be assessed using the MPPR during multiple school site visits and through a formative portfolio review that follows the following schedule:
 September Building Administrators Self-Assessment/Evaluator baseline assessment
 October Conversation and Goal Setting Based on September baseline/diagnostic
 October Formative review of Goals/MPPR Rubric/Portfolio
 Fall/Winter Site Visit #1
 January Formative Mid Year Review of Goals/MPPR Rubric/Portfolio
 Spring Site Visit #2
 June Summative Review Meeting of MPPR Rubric with Scores/Assignment of HEDI
 The rubric scoring from multiple site visits and the portfolio review will be averaged together to result in an average rubric score and then converted to the 60 HEDI point scale.

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.

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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.	55-60 points: All targets met or exceeded; and evidence indicated student learning gains were well above district expectations
Effective: Overall performance and results meet standards.	46-54 points: Most targets met; and evidence indicates significant student learning gains that meets district expectations
Developing: Overall performance and results need improvement in order to meet standards.	40-45 points: Some targets met; and evidence indicates an impact on student learning that is below district expectations
Ineffective: Overall performance and results do not meet standards.	0-39 points: Targets are generally not met; and evidence indicates little to no student learning gains and results that are well below district expectations

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	46-54
Developing	40-45
Ineffective	0-39

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, August 01, 2013

Page 1

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	55-60
Effective	46-54
Developing	40-45
Ineffective	0-39

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, October 29, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/175055-Df0w3Xx5v6/Principal Improvement Plan_1.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:

Building Administrator Appeals Process:

Appeals of Annual Professional Performance Reviews shall be limited to only those which rate a Building Administrator as ineffective or developing. A Building Administrator may challenge only the substance of the Annual Professional Performance Review, the District's adherence to the standards and methodologies required for such Annual Professional Performance Review, the District's compliance with its procedures for conducting the Annual Professional Performance Review, or its issuance and/or implementation of the terms of the Administrator Improvement Plan. Such challenge must be submitted in writing to the Superintendent performing the Annual Professional Performance Review or Administrator Improvement Plan. There may be only one appeal submitted in relation to any particular Annual Professional Performance Review or Administrator Improvement Plan. The writing must explain in detail the specific basis for the challenge, and must provide any relevant supporting documentation. Any grounds not raised in the appeal shall be deemed waived. The appeal must be submitted within fifteen (15) calendar days of the issuance of the Annual Professional Performance Review or Administrator Improvement Plan or it is deemed waived. The administrator has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which such relief is sought.

Within fifteen (15) calendar days of the receipt of the challenge, the Superintendent conducting the Annual Professional Performance Review or Administrator Improvement Plan shall submit a written determination. If the administrator received an "ineffective" rating and disagrees with the determination, the administrator may submit a copy of the challenge, the determination, and a written statement explaining in detail the basis for disagreement with the determination, with any relevant supporting documentation, to a Third Party Panel consisting of one representative chosen by the Administrator, one representative chosen by the District and the third representative to be mutually chosen by the parties within ten (10) days of receipt of the Superintendent's determination. Should the parties be unable to agree on the 3rd panel member, then one shall be chosen randomly from a list of names (not to exceed 3 each) provided by each of the first two panel members. The parties further agree that such panel (a) shall hear appeals within ten (10) days after the appeal is made, (b) shall issue a decision regarding the appeal within five (5) week days after the appeal meeting. The Superintendent of Schools must accept or reject the Third party panel's recommendation within five (5) week days. The District may commence expedited 3020-a charges as allowed by regulations. The parties agree that all evidence and information produced through the steps are admissible and challengeable in the 3020-a proceeding. A challenge or determination under this section shall be exempt from the grievance and arbitration provisions in the collective negotiations agreement between the Parties, and may not be challenged in any other forum.

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

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

The Superintendent will be the lead evaluator for the evaluation of principals. The Board of Education will certify the Superintendent by resolution once training requirements are complete.

The Board of Education will recertify its lead evaluator on an annual basis taking into consideration any additional updated training that may be required in subsequent years.

The Superintendent as lead evaluator will have comprehensive training on the Multidimensional Performance Principal Practice Rubric and ISLLC Standards.

Qualified Lead Evaluator will successfully complete the following training requirements prescribed in 8NYCRR 30-2.9 (b):

- (1) Comprehensive training on the Multidimensional Performance Principal Practice Rubric and ISLLC Standards
- (2) The New York State Teaching Standards, and their related elements and pweformance indicators/the Leadership Standards and their related functions;
- (3) Evidence based observation techniques that are grounded in research;
- (4) Application and use of the student growth percentile model and the value-added growth model as defined in 8 NYCRR 30-2.2;
- (5) Application and use of the State-approved Danielson Rubric for use in the evaluation of classroom teachers including training on the effective application of the rubric to observe a classroom teacher's practice;
- (6) Application and use of the assessment tools utilized to evaluate classroom teachers, including, but not limited to (structured portfolio reviews, professional growth goals, etc.);
- (7) Application and use of the State approved locally selected measures of student achievement used to evaluate classroom teachers/building principals;
- (8) The scoring methodology utilized by SED used to evaluate a classroom teacher/ building principal under 8 NYCRR 30-2, including;
 - (a) How scores are generated for each subcomponent and the composite effectiveness score of a classroom teacher/building principal and
 - (b) application and use of scoring ranges prescribed by the Commissioner for the four designated rating categories used for the overall rating of classroom teachers/building principals and their subcomponent ratings; and
- (9) Specific considerations in evaluating classroom teachers/building principals of English Language learners and students with

disabilities.

Training and use of Statewide Instructional Reporting System, will be provided once the NYS Education Department makes available the information for such training.

Westfield Central School will ensure that lead evaluators and evaluators maintain inter-rater reliability and that they are re-certified on an annual basis and receive updated training on any changes in law or regulations. This will be achieved through Erie 2 BOCES at a minimum of 6 hours and approved yearly by the Board of Education.

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, January 10, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/560997-3Uqgn5g9Iu/district cert form appr 1914_3.pdf](assets/survey-uploads/12158/560997-3Uqgn5g9Iu/district%20cert%20form%20appr%201914_3.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.

Attachment _____ : HEDI Scale – Westfield Academy and Central School District

The following general HEDI descriptions will be used for all grades and subjects across the district. It will be used for the Student Learning Objectives (SLOs) and Local Measures of Achievement, based on the 20/20/60 model described in the Commissioner's Regulations.

HEDI Rating	Description
HIGHLY EFFECTIVE	The teacher made above average gains in student academic growth beyond the expectations (targets) set by the district at the beginning of the academic year.
EFFECTIVE	The teacher made acceptable and appropriate gains in student academic growth aligned to the expectations (targets) set by the district at the beginning of the academic year.
DEVELOPING	The teacher made gains in student academic growth but it did not meet the expectations (targets) set by the district at the beginning of the academic year.
INEFFECTIVE	The teacher did not any or little gains in student academic growth, and failed to meet expectations (targets) set by the district at the beginning of the academic year.

HEDI Chart #1:

State Comparable Growth Subcomponent – The following chart will be used with any teacher setting individual growth targets.

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	51 - 57%		
		12	69 - 70%	6	44 - 50%		
20	≥ 91%	11	67 - 68%	5	38 - 43%	2	22 - 25%
19	86 - 90%	10	64 - 66%	4	32 - 37%	1	15 - 21%
18	81 - 85%	9	61 - 63%	3	26 - 31%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		26-60%		0-25%	

Process for Setting Targets and Assigning Points:

	SLO 1	SLO 2
Step 1: Assess results of each SLO separately	16/20 points	11/20 points
Step 2: Weight each SLO proportionately	Covers 60/110 students or 55% of overall students	Covers 50/110 students or 45% of overall students
Step 3: Calculate proportional points for each SLO	16 points x 55% = 9 points	11 points x 45% = 5 points
Overall Growth Score = 14 points		

HEDI Chart #2:

State Comparable Growth Subcomponent Teachers writing individual SLO's

If Amount of students in Teachers SLO is 9 or less students the following point system will be used:

Expected growth is defined for each starting level of performance through definition of ending levels of performance in terms of what exceeds, meets, and approaches expectations illustrated below.

Individual students either exceed, meet, approach or do not meet their targets. Evaluator provides one score between 0-20 points using the chart below

	End Level 1	End Level 2	End Level 3	End Level 4
Start Level 1	1	2	3	3
Start Level 2	0	1	2	3
Start Level 3	0	.5	1.5	3
Start Level 4	0	0	1	2

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
2.9-3.0	2.7-2.8	2.5-2.6	2.3-2.4	2.1-2.2	1.9-2.0	1.7-1.8	1.5-1.6	1.3-1.4	1.1-1.2	.95-1.0	.91-.94	.86-.90	.80-.85	.76-.79	.70-.75	.66-.69	.60-.65	.40-.59	.20-.39	0-.19

HEDI Chart #4:

State Comparable Growth Subcomponent –The following scale is for teachers using a school wide SLO for the HS Building using the five Regents assessments.

The District has written a group SLO using the criteria as outlined in APPR guidance D57 - a 40% decrease in the total number of regents left to pass to meet minimum graduation requirements

WACS will set targets for the expected progress each student must make toward passing (score of 65) five Regents exams, compared to the number of Regents exams each student has left to pass at the beginning of each academic year. Each year, each high school student has a specific number of Regents exams left to pass in order to graduate, and that number of remaining Regents exams will either remain the same or decline for each student. WACS will set a target goal for the school based on all students in the school and their expected progress toward passing Regents exams from the beginning to the end of the year, with the expectation that, by the end of the year, students will have fewer Regents exams left to pass.

At the beginning of the school year, school wide there are 311 Regents exams left for students in grades 9-12 to pass. WACS sets the target for the school-wide SLO based on students taking and passing enough Regents exams for the overall number to decrease by the end of the academic school year.

Target: Students will pass, school-wide 243 Regents exams (or 40% of the total number of Regents left at the start of the school year). HEDI points will be assigned according to the number of Regents passed by students, school-wide.

		17	296-303				
		16	288-295				
		15	280-287				
		14	272-279	8	216-242		
		13	266-271	7	190-215		
		12	260-265	6	164-189		
20	≥ 311	11	254-259	5	138-163	2	69-85
19	308–310	10	246-253	4	112-137	1	32-68
18	304-307	9	243-245	3	86-111	0	0-31
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
304-≥ 311		243-303		86-242		0-85	

0-25 points	0-20 points
0	0
1	1
2	2
3	3
4	3
5	4
6	5
7	6
8	7
9	8
10	9
11	9
12	10
13	10
14	11
15	12
16	13
17	14
18	14
19	15
20	16
21	17
22	18
23	18
24	19
25	20

HEDI Chart #5 - State Comparable Growth Subcomponent – The following scale is for teachers who fall under a State provided Growth Score for assessments listed in review room. This chart will be used when the value added model is implemented.

HEDI Chart #6:

Local Measure of Achievement based on Assessment: The following chart is used for all 4-8 teachers of ELA and Math and any teacher in task 3.12 using a third party or district developed assessment.

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	51 - 57%		
		12	69 - 70%	6	44 - 50%		
20	≥ 91%	11	67 - 68%	5	38 - 43%	2	22 - 25%
19	86 - 90%	10	64 - 66%	4	32 - 37%	1	15 - 21%
18	81 - 85%	9	61 - 63%	3	26 - 31%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		26-60%		0-25%	

In cases where Value Added Model is approved

				8	57- 60%		
		13	77 - 80%	7	53 - 56%		
		12	73 - 76%	6	50 - 52%		
		11	69 - 72%	5	47 - 49%	2	28 - 40%
15	≥ 91%	10	65 - 68%	4	44 - 46%	1	15 - 27%
14	81 - 90%	9	61 - 64%	3	41 - 43%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

HEDI Chart #4:

Locally Selected Measures Subcomponent –The following scale is for teachers using a school wide SLO for the HS Building using the five Regents assessments.

The District has written a group SLO using the criteria as outlined in APPR guidance D57 - a 40% decrease in the total number of regents left to pass to meet minimum graduation requirements

WACS will set targets for the expected progress each student must make toward passing (score of 65) five Regents exams, compared to the number of Regents exams each student has left to pass at the beginning of each academic year. Each year, each high school student has a specific number of Regents exams left to pass in order to graduate, and that number of remaining Regents exams will either remain the same or decline for each student. WACS will set a target goal for the school based on all students in the school and their expected progress toward passing Regents exams from the beginning to the end of the year, with the expectation that, by the end of the year, students will have fewer Regents exams left to pass.

At the beginning of the school year, school wide there are 311 Regents exams left for students in grades 9-12 to pass. WACS sets the target for the school-wide SLO based on students taking and passing enough Regents exams for the overall number to decrease by the end of the academic school year.

Target: Students will pass, school-wide 243 Regents exams (or 40% of the total number of Regents left at the start of the school year). HEDI points will be assigned according to the number of Regents passed by students, school-wide.

		17	296-303				
		16	288-295				
		15	280-287				
		14	272-279	8	216-242		
		13	266-271	7	190-215		
		12	260-265	6	164-189		
20	≥ 311	11	254-259	5	138-163	2	69-85
19	308–310	10	246-253	4	112-137	1	32-68
18	304-307	9	243-245	3	86-111	0	0-31
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
304-≥ 311		243-303		86-242		0-85	

HEDI Chart #6:

Local Measure of Achievement based on Assessment: The following chart is used for all 4-8 teachers of ELA and Math and any teacher in task 3.4, 3.5 or 3.12 using a third party or district developed assessment.

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	51 - 57%		
		12	69 - 70%	6	44 - 50%		
20	≥ 91%	11	67 - 68%	5	38 - 43%	2	22 - 25%
19	86 - 90%	10	64 - 66%	4	32 - 37%	1	15 - 21%
18	81 - 85%	9	61 - 63%	3	26 - 31%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		26-60%		0-25%	

HEDI Chart #7: Local Measure of Achievement based on Assessment – The following scale is for teachers of Regents courses, 6-8 SS and Science, English 9 and 10, Global 1. HEDI points will be assigned based upon results of assessment listed in review room

Highly Effective	84.5%-100%	20	Scored a 65 or higher on Regents Exam or District Developed Assessment AND at least 25.0% scored above 85.0
	84.5%-100%	19	Scored a 65 or higher on Regents Exam or District Developed Assessment AND at least 20.0% scored above 85.0
	84.5%-100%	18	Scored a 65 or higher on Regents Exam or District Developed Assessment AND at least 15.0% scored above 85.0
Effective	100% -82.5%	17	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	82.4% -79.5%	16	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	79.4% -76.5%	15	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	76.4%-73.5%	14	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	73.4%-70.5%	13	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	70.4%-67.5%	12	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	67.4%-66.5%	11	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	66.4%-65.5%	10	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	65.4%-64.5%	9	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
Developing	100%-61.5%	8	Scored a 55.0 or higher on Regents Exam or District Developed Assessment
	61.4% -58.5%	7	Scored a 55.0 or higher on Regents Exam or District Developed Assessment
	58.4%-57.5%	6	Scored a 55.0 or higher on Regents Exam or District Developed Assessment
	57.4%-56.5%	5	Scored a 55.0 or higher on Regents Exam or District Developed Assessment
	56.4%-55.5%	4	Scored a 55.0 or higher on Regents Exam or District Developed Assessment
	55.4%-54.5%	3	Scored a 55.0 or higher on Regents Exam or District Developed Assessment
Ineffective	24.4%-0%	2	Scored below 55.0 on Regents Exam or District Developed Assessment
	44.4%-24.5%	1	Scored below 55.0 on Regents Exam or District Developed Assessment
	100%-44.5%	0	Scored below 55.0 on Regents Exam or District Developed Assessment

*Teachers whose results are found in more than 1 ratings score will use the Highest HEDI Score toward their rating.

*Science 8 will use the following conversation with results from the NYS Science 8 assessment in order to use this chart 4=85, 3=65, 2=55, 1=0

Westfield Central School District Formative Evaluation

Name:		Date:		Status: Tenured Non-tenured
Class Observed:			Evaluator:	

Domain 1: Planning and Preparation	Highly Effective	Effective	Developing	Ineffective
	4	3	2	1
1a: Demonstrating Knowledge of Content and Pedagogy				
1b: Demonstrating Knowledge of Students				
1c: Setting Instructional Outcomes				
1d: Demonstrating Knowledge of Resources				
1e: Designing Coherent Instruction				
1f: Designing Student Assessments				
Evidence				
Areas for Growth				

Domain 2: The Classroom Environment	Highly Effective	Effective	Developing	Ineffective
	4	3	2	1
2a: Creating an Environment of Respect and Rapport				
2b: Establishing a Culture for Learning				
2c: Managing Classroom Procedures				
2d: Managing Student Behavior				
2e: Organizing Physical Space				
Evidence				
Areas of Growth				

Domain 3: Instruction		Highly Effective	Effective	Developing	Ineffective
		4	3	2	1
3a: Communicating With Students					
3b: Using Questioning and Discussion Techniques					
3c: Engaging Students in Learning					
3d: Using Assessment in Instruction					
3e: Demonstrating Flexibility and Responsiveness					
Evidence					
Areas of Growth					

Domain 4: Professional Responsibilities		Highly Effective	Effective	Developing	Ineffective
		4	3	2	1
4a: Reflecting on Teaching					
4b: Maintaining accurate records					
4c: Communicating with families					
4d: Participating in a professional community					
4e: Growing and developing professionally					
4f: Demonstrating professionalism					
Evidence					
Areas for Growth					

Step 1: Scoring of Rubric

- a. The Danielson Rubric will be scored using a 1-4 point scale. Teachers can earn a maximum of 4 points for each component of each Domain. Four (4) points will be given for a Distinguished (Highly Effective) rating, Three (3) points for Proficient (Effective), Two (2) for Basic (Developing), and One (1) point will be awarded for an Unsatisfactory (Ineffective) rating. Evidence and artifact collection will take place cumulatively over the course of the school year, taking the later of the two ratings as a final evaluation score. Accordingly maximum possible rubric points for each Domain as follows:

Danielson Performance Level	SED Performance Level	Rating
Unsatisfactory	Ineffective	1
Basic	Developing	2
Proficient	Effective	3
Distinguished	Highly Effective	4

Domain	Number of Components	Maximum Possible Rubric Points	Total Points for Each Component
1	6	24	4
2	5x2	40	8
3	5x2	40	8
4	6	24	4
TOTAL	32	128	
Maximum Total Average Score 128/32 = 4.0			

*Components in Domains 1&4 will be weighted at 4 points each and components in Domains 2&3 (Classroom Instruction) will be weighted at 8 points each doubling the number of components from Domains 2&3 in the total number of components.

Step 2: Average Determination

- a. Total Score/Number of Components
(i.e. if a teacher receives a 96 points, $96/32$ would equal 3.0 average score)

Step 3: Application to the conversion chart

- a. The average will then be applied to the following conversion chart:
 b. All decimals, in the 60 point conversion column will be rounded using the Standard Rounding Rule.
 c. Rounding will not allow for a teacher's HEDI rating to change.

d. Scores on left are minimum scores needed to obtain 60 point conversion score.

Rubric Score (average)	60 point conversion
Ineffective 0-45	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36

1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
Developing 46-56	
1.375	46
1.383	47
1.392	48
1.4	49
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2.0	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
Effective 57-58	
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3.0	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
Highly Effective 59-60	
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4.0	60.25 (round to 60)

where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measure of growth or achievement	Professional Practice (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	46-56	65-74
Ineffective	0-2	0-2	0-45	0-64

where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measure of growth or achievement	Professional Practice (60 points)	Overall Composite Score
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	75-90
Developing	3-9	3-7	46-56	65-74
Ineffective	0-2	0-2	0-45	0-64

WACS Teacher Improvement Plan (TIP) Date _____

The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “Developing” or “Ineffective.” The evaluator and teacher (WTA representative if requested by the teacher) will jointly determine the strategies to be undertaken to correct the deficiencies and help to return the teacher’s performance to an acceptable level.

Teacher _____ Grade/Subject _____

Evaluator _____ Date _____

Teachers’ Association Representative _____ (if present)

List the area(s) needing improvement. If there is more than one (maximum of 3), indicate the priority order for addressing them:

Priority	Area Needing Improvement	Performance Goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.

Describe the professional development opportunities, materials, resources and supports the District will make available.

The teacher, evaluator, mentor (if requested by teacher) and an Association representative (if requested by the teacher) shall meet _____ to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Evaluator’s Signature _____ Date _____

Teacher’s Signature _____ Date _____

WTA Representative’s Signature _____ Date _____

Meeting Date _____

Evaluator's Comments:

Teacher's Comments:

Meeting Date _____

Evaluator's Comments:

Teacher's Comments:

Meeting Date _____

Evaluator's Comments:

Teacher's Comments:

Recommendation for Results of TIP

The teacher has met the performance goals identified through the TIP.

The teacher has not met the performance goals. A new TIP will be developed.

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

WTA Representative's Signature _____

Date _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with her evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 school days, which may be considered during the Appeals process.

HEDI Criteria for Locally Selected Measures using Regents/3rd party Assessment Scores

	HEDI Points*	Percent of Students	Results on: A. Regents Exam B. 3rd Party Assessment***	
Highly Effective	20	100.0%-84.5%	A	Scored a 65 or higher on Regents Exam AND at least 25.0% scored above 85.0
			B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score AND at least 25.0% scored above grade level
	19	100.0%-84.5%	A	Scored a 65 or higher on Regents Exam AND at least 20.0% scored above 85.0
			B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score AND at least 20.0% scored above grade level
	18	100.0%-84.5%	A	Scored a 65 or higher on Regents Exam AND at least 15.0% scored above 85.0
			B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score AND at least 15.0% scored above grade level
Effective	17	100%-82.5%	A	Scored a 65.0 or higher on Regents Exam
			B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score.
	16	82.4%-79.5%	A	Scored a 65.0 or higher on Regents Exam
			B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score.
	15	79.4%-76.5%	A	Scored a 65.0 or higher on Regents Exam
			B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score.
	14	76.4%-73.5%	A	Scored a 65.0 or higher on Regents Exam
			B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score.
	13	73.4%-70.5%	A	Scored a 65.0 or higher on Regents Exam
			B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score.
12	70.4%-67.5%	A	Scored a 65.0 or higher on Regents Exam	
		B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score.	
11	67.4%-66.5%	A	Scored a 65.0 or higher on Regents Exam	
		B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score.	
10	66.4%-65.5%	A	Scored a 65.0 or higher on Regents Exam	
		B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score.	
9	65.4%-64.5%	A	Scored a 65.0 or higher on Regents Exam	
		B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score.	

*Principals whose results are found in more than 1 ratings score will use the Highest HEDI Score toward their rating.

***Rounding up will not occur with student scores.

	HEDI Points*	Percent of Students	Results on: A. Regents Exam B. 3rd Party Assessment***	
Developing	8	100.0%-61.5%	A	Scored a 55.0 or higher on Regents Exam
			B	Scored 1.0 grade level below in reading/math/ELA based on 3 rd party assessment score.
	7	61.4%-58.5%	A	Scored a 55.0 or higher on Regents Exam
			B	Scored 1.0 grade level below in reading/math/ELA based on 3 rd party assessment score.

HEDI Criteria for Locally Selected Measures using Regents/3rd party Assessment Scores

Ineffective	6	58.4%-57.5%	A	Scored a 55 or higher on Regents Exam
			B	Scored 1.0 grade level below in reading/math/ELA based on 3 rd party assessment score.
	5	57.4%-56.5%	A	Scored a 55.0 or higher on Regents Exam
			B	Scored 1.0 grade level below in reading/math/ELA based on 3 rd party assessment score.
	4	56.4%-55.5%	A	Scored a 55.0 or higher on Regents Exam
			B	Scored 1.0 grade level below in reading/math/ELA based on 3 rd party assessment score.
	3	55.4%-54.5%	A	Scored a 55.0 or higher on Regents Exam
			B	Scored 1.0 grade level below in reading/math/ELA based on 3 rd party assessment score.
	2	24.4%-0.0%	A	Scored below 55.0 or on Regents Exam
			B	Scored more than 1.0 grade level below in reading/math/ELA based on 3 rd party assessment score.
	1	44.4%-24.5%	A	Scored below 55.0 or higher on Regents Exam
			B	Scored 1.0 grade level below in reading/math/ELA based on 3 rd party assessment score.
0	100%-44.5%	A	Scored below 55.0 or higher on Regents Exam	
		B	Scored 1.0 grade level below in reading/math/ELA based on 3 rd party assessment score.	

*Principals whose results are found in more than 1 ratings score will use the Highest HEDI Score toward their rating.

***Rounding up will not occur with student scores.

HEDI Criteria for Locally Selected Measures using Regents/3rd party Assessment Scores

	HEDI Points*	Percent of Students		Results on: A. Regents Exam B. 3rd Party Assessment***
Highly Effective	15	100-84.5	A	Scored a 65 or higher on Regents Exam AND at least 25.0% scored above 85.0
			B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score AND at least 25.0% scored above grade level
	14	100-84.5	A	Scored a 65 or higher on Regents Exam AND at least 20.0% scored above 85.0
			B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score AND at least 20.0% scored above grade level
Effective	13	100.0-95.5	A	Scored a 65.0 or higher on Regents Exam
			B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score.
	12	95.4-89.5	A	Scored a 65.0 or higher on Regents Exam
			B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score.
	11	89.4-83.5	A	Scored a 65.0 or higher on Regents Exam
			B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score.
	10	83.4-77.5	A	Scored a 65.0 or higher on Regents Exam
			B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score.
	9	77.4-70.5	A	Scored a 65.0 or higher on Regents Exam
			B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score.
	8	70.4-64.5	A	Scored a 65.0 or higher on Regents Exam
			B	Scored at grade level in reading/math/ELA based on 3 rd party assessment score.
Developing	7	100-90.5	A	Scored a 55.0 or higher on Regents Exam
			B	Scored 1.0 grade level below in reading/math/ELA based on 3 rd party assessment score.
	6	90.4-81.5	A	Scored a 55.0 or higher on Regents Exam
			B	Scored 1.0 grade level below in reading/math/ELA based on 3 rd party assessment score.
	5	81.4-72.5	A	Scored a 55.0 or higher on Regents Exam
			B	Scored 1.0 grade level below in reading/math/ELA based on 3 rd party assessment score.
	4	72.4-63.5	A	Scored a 55.0 or higher on Regents Exam
			B	Scored 1.0 grade level below in reading/math/ELA based on 3 rd party assessment score.
	3	63.4-54.5	A	Scored a 55.0 or higher on Regents Exam
			B	Scored 1.0 grade level below in reading/math/ELA based on 3 rd party assessment score.
Ineffective	2	0-33.4	A	Scored below 55.0 or on Regents Exam
			B	Scored more than 1.0 grade level below in reading/math/ELA based on 3 rd party assessment score.
	1	33.5-66.4	A	Scored below 55.0 or on Regents Exam
			B	Scored more than 1.0 grade level below in reading/math/ELA based on 3 rd party assessment score.
	0	100-66.5	A	Scored below 55.0 or on Regents Exam
			B	Scored more than 1.0 grade level below in reading/math/ELA based on 3 rd party assessment score.

*Principals whose results are found in more than 1 ratings score will use the Highest HEDI Score toward their rating.

***Rounding up will not occur with student score.

Westfield Central School District
 Multidimensional Principal Performance Rubric (MPPR)
 Scoring Sheet

NAME: _____ BUILDING: _____ DATE: _____

SCHOOL YEAR: _____ EVALUATOR: _____

Domain	Total Possible Points	Total Actual Points	Comments
Domain 1 Shared Vision of Learning	8		
Domain 2 School Culture and Instructional Program	20		
Domain 3 Safe, Efficient, Effective Learning Environment	16		
Domain 4 Community	12		
Domain 5 Integrity, Fairness, Ethics	8		
Domain 6 Political, Social, Economic, Legal and Cultural Context	8		
Goal Setting Uncovering Goals <ul style="list-style-type: none"> • Align • Define 	4		
Goal Setting Strategic Planning <ul style="list-style-type: none"> • Prioritize • Strategize 	4		
Goal Setting Taking Action <ul style="list-style-type: none"> • Mobilize • Monitor • Refine 	4		
Evaluating Attainment <ul style="list-style-type: none"> • Document • Next Steps 	4		
TOTAL SCORE	88		
NYS Score (from MPPR Conversion Chart)			

 Superintendent's Signature & Date

 Principal's Signature & Date

The employee's signature is required and indicates receipt of a copy of the evaluation and does not indicate agreement, understanding, or acceptance of the conclusions reached by the evaluator. Please attach any additional comments as needed.

Westfield Central School District
MPPR/NYS APPR Conversion Chart

MPPR Raw Score	NYS Score (out of 60)	NYS Rounded Score		MPPR Raw Score	NYS Score (out of 60)	NYS Rounded Score
88	60	60		44	30	30
87	59.3	60		43	29.3	30
86	58.6	59		42	28.6	29
85	58	58		41	28	28
84	57.2	58		40	27.3	28
83	57	57		39	26.6	27
82	55.9	56		38	25.9	26
81	55.2	56		37	25.2	26
80	54.5	55		36	24.5	25
79	53.9	54		35	23.9	24
78	53.1	54		34	23.2	24
77	52.5	53		33	22.5	23
76	51.8	52		32	21.8	22
75	51.1	52		31	21.1	22
74	50.1	51		30	20.5	21
73	49.8	50		29	19.8	20
72	49	49		28	19.1	20
71	48.4	49		27	18.4	19
70	47.7	48		26	17.7	18
69	47	47		25	17	17
68	46.4	47		24	16.4	17
67	45.7	46		23	15.7	16
66	45	45		22	15	15
65	44.3	45		21	14.3	15
64	43.6	44		20	13.6	14
63	43	43		19	13	13
62	42.3	43		18	12.3	13
61	42	42		17	11.6	12
60	40.9	41		16	10.9	11
59	40.2	41		15	10.2	11
58	39.5	40		14	9.5	10
57	38.9	39		13	8.9	9
56	38.2	39		12	8.2	9
55	37.5	38		11	7.5	8
54	36.8	37		10	6.8	7
53	36.1	37		9	6.1	7
52	35.5	36		8	5.5	6
51	34.8	35		7	4.8	5
50	34.1	35		6	4.1	5
49	33.4	34		5	3.4	4
48	32.7	33		4	2.7	3
47	32	32		3	2	2
46	31.2	32		2	1.4	2
45	30.7	31		1	.7	1
				0	0	0

Domain	Total Points	H	E	D	I
1	8	7-8	5-6	3-4	0-2
2	20	18-20	9-17	3-8	0-2
3	16	14-16	8-13	3-7	0-2
4	12	11-12	6-10	3-5	0-2
5	8	7-8	5-6	3-4	0-2
6	8	7-8	5-6	3-4	0-2

Goal Setting	Total Points	H	E	D	I
Uncovering Goals	4	4	3	2	1-0
Strategic Planning	4	4	3	2	1-0
Taking Action	4	4	3	2	1-0
Eval. Attainment	4	4	3	2	1-0

At the ineffective level a rating of 0 or 1 may be assigned based administrators performance; zero meaning nothing was done.

Principal Improvement Plan

Principal: _____

Superintendent: _____

Implementation Dates: _____

This plan is required for all principals who are rated as Developing or Ineffective in the APPR and are bound by Education Law 3012c. It will be implemented no later than 10 days are the opening of the school year.

To be completed by the superintendent:

Area(s) defined as Developing or Ineffective:

Statement of Standards-Based Goals: (each area identified above must have at least one goal)

**To be completed jointly between the principal and superintendent:
Objectives/Action steps to be taken:**

Professional Learning Activities:

Required Support/Resources:

Outcomes/Artifacts Expected:

Plan review date during 1st semester: _____

Plan review date during 2nd semester: _____

Principal Signature: _____ **Date:** _____

Superintendent Signature: _____ **Date:** _____

Appendix C

Westfield Central School- Principal APPR

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

 1/9/2014

Teachers Union President Signature: Date:

 1/09/14

Administrative Union President Signature: Date:

 2/9/14

Board of Education President Signature: Date:

 1/09/14