



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

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

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

April 24, 2015

Revised

Rocco Migliori, Superintendent
Westmoreland Central School District
5176 State Route 233
Westmoreland, NY 13490

Dear Superintendent Migliori:

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

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

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

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: Howard D. Mettelman

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, July 08, 2014

1

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 : 412801040000

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

412801040000

1.2) School District Name: WESTMORELAND CSD

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

WESTMORELAND CSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Monday, February 23, 2015

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 3-4 ELA Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 3-4 ELA Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 3-4 ELA Assessments

	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.

A team of teachers in collaboration with the building principal will meet prior to October 1 of each school year to review the assessment results in ELA from the previous school year and any pertinent historical data and determine the target type for the upcoming school year, which will be either individual growth targets or class-wide targets. All teachers of the same grade and subject will use the same type of target. Each teacher will receive the same HEDI score based upon the building SLO

results as determined using Table 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	School-wide performance on NYS grades 3-4 assessments will be used for K-2, Individual student performance results on NYS grade 3 assessments will be used for grade 3. See table 2.11. HEDI score 18-20 - students exceed expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Table 2.11. HEDI scores 9-17 - students meet expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Table 2.11. HEDI scores 3-8 - student performance is below expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Table 2.11. HEDI scores 0-2 - student performance is well below expectations.

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS grades 3-4 Math assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS grades 3-4 Math assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS grades 3-4 Math assessments

	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.	A team of teachers in collaboration with the building principal will meet prior to October 1 of each school year to review the assessment results in ELA from the previous school year and any pertinent historical data and determine the target type for the upcoming school year, which will be either individual growth targets or class-wide targets. All teachers of the same grade and subject will use the same type of target. Each teacher will receive the same HEDI score based upon the building SLO results as determined using Table 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	School-wide performance on NYS grades 3-4 assessments will be used for K-2, individual student performance results on NYS grade 3 assessments will be used for grade 3. See table 2.11. HEDI score 18-20 - students exceed expectations.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Table 2.11. HEDI scores 9-17 - students meet expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Table 2.11. HEDI scores 3-8 - student performance is below expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Table 2.11. HEDI scores 0-2 - student performance is well below expectations.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	School- or BOCES-wide, group or team results based on State assessments	NYS grade 5-8 ELA and Math assessments
7	School- or BOCES-wide, group or team results based on State assessments	NYS grade 5-8 ELA and Math assessments

	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.	A team of teachers in collaboration with the building principal will meet prior to October 1 of each school year to review the assessment results in ELA from the previous school year and any pertinent historical data and determine the target type for the upcoming school year, which will be either individual growth targets or class-wide targets. All teachers of the same grade and subject will use the same type of target. Each teacher will receive the same HEDI score based upon the building SLO results as determined using Table 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	School-wide performance on NYS grades 5-8 assessments will be used for 6-7 science, individual student performance results on NYS grade 8 science assessments will be used for grade 8. See table 2.11. HEDI score 18-20 - students exceed expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Table 2.11. HEDI scores 9-17 - students meet expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Table 2.11. HEDI scores 3-8 - student performance is below expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Table 2.11. HEDI scores 0-2 - student performance is well below expectations.

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	School- or BOCES-wide, group or team results based on State assessments	NYS grade 5-8 ELA and Math assessments
7	School- or BOCES-wide, group or team results based on State assessments	NYS grade 5-8 ELA and Math assessments
8	School- or BOCES-wide, group or team results based on State assessments	NYS grade 5-8 ELA and Math assessments

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.	A team of teachers in collaboration with the building principal will meet prior to October 1 of each school year to review the assessment results in ELA from the previous school year and any pertinent historical data and determine the target type for the upcoming school year, which will be either individual growth targets or class-wide targets. All teachers of the same grade and subject will use the same type of target. Each teacher will receive the same HEDI score based upon the building SLO results as determined using Table 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	School-wide performance on NYS grades 5-8 assessments will be used for 6-8 social studies. See table 2.11. HEDI score 18-20 - students exceed expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	See Table 2.11. HEDI scores 9-17 - students meet expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	See Table 2.11. HEDI scores 3-8 - student performance is below expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Table 2.11. HEDI scores 0-2 - student performance is well below expectations.

2.6) High School Social Studies Regents Courses

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

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

	Assessment
Global 1 School-/BOCES-wide group/team results based on State assessments	NYS Regents exams in ELA (comprehensive exam through June 2015, common core thereafter) , Integrated/common core algebra (common core in Jan. 2015 and thereafter), World History, United States History and Living Environment

	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.	A team of teachers in collaboration with the building principal will meet prior to October 1 of each school year to review the assessment results in ELA from the previous school year and any pertinent historical data and determine the target type for the upcoming school year, which will be either individual growth targets or class-wide targets. All teachers of the same grade and subject will use the same type of target. Each teacher will receive the same HEDI score based upon the building SLO results as determined using Table 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	School-wide performance on NYS Regents assessments will be used for all high school teachers not giving their own Regents examinations. Individual performance results on NYS Regents exams will be used for teachers of Regents courses. See table 2.11. HEDI score 18-20 - students exceed expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	See Table 2.11. HEDI scores 9-17 - students meet expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	See Table 2.11. HEDI scores 3-8 - student performance is below expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Table 2.11. HEDI scores 0-2 - student performance is well below expectations.

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.	A team of teachers in collaboration with the building principal will meet prior to October 1 of each school year to review the assessment results in ELA from the previous school year and any pertinent historical data and determine the target type for the upcoming school year, which will be individual growth
---	--

targets. All teachers of the same grade and subject will use the same type of target. Each teacher will receive the same HEDI score based upon the building SLO results as determined using Table 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Goals will be set for each individual student within the class. 89-100% students attaining set goals will score 18-20 points
Effective (9 - 17 points) Results meet District goals for similar students.	Goals will be set for each individual student within the class. 75-88% students attaining set goals will score 9-17 points
Developing (3 - 8 points) Results are below District goals for similar students.	Goals will be set for each individual student within the class. 65-74% students attaining set goals will score 3-8 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Goals will be set for each individual student within the class. 0-64% students attaining set goals will score 0-2 points

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

A team of teachers in collaboration with the building principal will meet prior to October 1 of each school year to review the assessment results in ELA from the previous school year and any pertinent historical data and determine the target type for the upcoming school year, which will be individual growth targets. All teachers of the same grade and subject will use the same type of target. Each teacher will receive the same HEDI score based upon the building SLO results as determined using Table 2.11. The results of the common core assessments will be used based upon the phase-in schedule provided by NYSED. In algebra, the results of the common core assessment will be used in January 2014-2015 and thereafter. In geometry for the 2014-15 school years students will take both Geometry exams and the higher of the grades will be used. Beginning in the 2015-2016 school year and thereafter the results of the common core assessment will be used only. Algebra 2/Trigonometry common core assessments will be phased in according to the timelines set by NYSED.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Goals will be set for each individual student within the class. 89-100% students attaining set goals will score 18-20 points
---	--

Effective (9 - 17 points) Results meet District goals for similar students.	Goals will be set for each individual student within the class. 75-88% students attaining set goals will score 9-17 points
Developing (3 - 8 points) Results are below District goals for similar students.	Goals will be set for each individual student within the class. 65-74% students attaining set goals will score 3-8 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Goals will be set for each individual student within the class. 0-64% students attaining set goals will score 0-2 points

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Regents exams in ELA (comprehensive exam through June 2015, common core thereafter) , Integrated/common core algebra (common core in January 2015 and thereafter), World History, United States History and Living Environment
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Regents exams in ELA (comprehensive exam through June 2015, common core thereafter) , Integrated/common core algebra (common core in January 2015 and thereafter), World History, United States History and Living Environment
Grade 11 ELA	Regents assessment	Grade 11 ELA Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A team of teachers in collaboration with the building principal will meet prior to October 1 of each school year to review the assessment results in ELA from the previous school year and any pertinent historical data and determine the target type for the upcoming school year, which will be either individual growth targets or class-wide targets. All teachers of the same grade and subject will use the same type of target. Each teacher will receive the same HEDI score based upon the building SLO results as determined using Table 2.11. For any teacher of ELA 11, teachers in collaboration with the building principal will establish individual student growth targets for performance on the ELA 11 Regents assessment. HEDI points will be awarded based on the percentage of students meeting or exceeding their individual growth targets. The ELA Regents assessment aligned to the 2005 standards will be administered and used through June 2015. Beginning in the 2015-2016 school year the ELA Regents assessment aligned to the common core standards will be used.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	School-wide performance on NYS Regents assessments will be used for all high school teachers not giving their own Regents

examinations. Individual performance on NYS Regents exams will be used for teachers of Regents courses. See table 2.11. HEDI score 18-20 - students exceed expectations.

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

See Table 2.11. HEDI scores 9-17 - students meet expectations.

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

See Table 2.11. HEDI scores 3-8 - student performance is below expectations.

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

See Table 2.11. HEDI scores 0-2 - student performance is well below expectations.

2.10) All Other Courses

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

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

Course(s) or Subject(s)	Option	Assessment
All other course K-4	School/BOCES-wide/group/team results based on State	Grades 3-4 ELA and Math NYS assessments
All other courses 5-8	School/BOCES-wide/group/team results based on State	Grades 5-8 ELA and Math NYS Assessments
All other courses 9-12	School/BOCES-wide/group/team results based on State	NYS Regents Examinations in ELA (comprehensive exam through 2015 and common core exam thereafter), World History, United States History and Government, Living Environment and algebra (common core assessment January 2015 and thereafter)
All 4-8 ELA and Math teachers not receiving state provided growth scores	State Assessment	Grades 4-8 ELA and Math Assessments
K-12 Special Education Teachers Administering the NYSAA	State Assessment	NYSAA

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.

A team of teachers in collaboration with the building principal will meet prior to October 1 of each school year to review the assessment results in ELA from the previous school year and any pertinent historical data and determine the target type for the upcoming school year, which will be either individual

growth targets or class-wide targets. All teachers of the same grade and subject will use the same type of target. Each teacher will receive the same HEDI score based upon the building SLO results as determined using Table 2.11. For any teacher not receiving a growth score from NYS (specifically teachers of grades 4-8 ELA and Math) and K-12 special education teachers mentioned above, the teachers in collaboration with the building principals, by October 1, will, by using the results on the previous years NYS ELA and Math assessment results and historical data, set individual student growth targets for the class. HEDI points will be awarded based upon the number of students meeting the growth measurements.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	School-wide performance on NYS 3-4, 5-8 or Regents assessments or NYSAA where applicable will be used for all teachers. See table 2.11. HEDI score 18-20 - students exceed expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	See Table 2.11. HEDI scores 9-17 - students meet expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	See Table 2.11. HEDI scores 3-8 - student performance is below expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Table 2.11. HEDI scores 0-2 - student performance is well below expectations.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/124202-TXEttx9bQW/State 20% Scoring Band.doc

2.12) Locally Developed Controls

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

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

No controls

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, January 16, 2015

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	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed ELA 4 assessment
5	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed ELA 5 assessment
6	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed ELA 6 assessment
7	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed ELA 7 assessment
8	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed ELA 8 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The assessment to be used will be determined by the principal by November 1 and teachers of the same grade and subject will use the same assessment (HEDI score will be based upon the same measurement). Achievement Measure will be calculated as follows: (mastery percent x 2 + proficiency percent x 1) with
--	---

mastery defined as 85-100% and proficiency defined as 65-84%. Students classified by CSE will achieve proficiency with a score of 55%. See chart in 3.3 below. The 20 point chart will be used until the value added measure is implemented. Standard rounding rules will be applied.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	189-200=15 points 176-188= 14 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	162-175=13 points 148-161=12 points 134-147= 11 points 129-133= 10 points 114-128= 9 points 101-113= 8 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	87-100 = 7 points 75-86= 6 points 62-74= 5 points 50-61= 4 points 38-49= 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-37= 2 points 13-25= 1 point 0-12= 0 points

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	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed math 4 assessments
5	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed math 5 assessments
6	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed math 6 assessments
7	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed math 7 assessments
8	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed math 8 assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The assessment to be used will be determined by the principal by November 1 and teachers of the same grade and subject will use the same assessment (HEDI score will be based upon the same measurement). Achievement Measure will be calculated as
--	---

follows: (mastery percent x 2 + proficiency percent x 1) with mastery defined as 85-100% and proficiency defined as 65-84%. Students classified by CSE will achieve proficiency with a score of 55%. See chart in 3.3 below. the 20 point chart will be used until the value added measure is implemented. Standard rounding rules will apply.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	189-200=15 points 176-188= 14 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	162-175=13 points 148-161=12 points 134-147= 11 points 129-133= 10 points 114-128= 9 points 101-113= 8 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	87-100 = 7 points 75-86= 6 points 62-74= 5 points 50-61= 4 points 38-49= 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-37= 2 points 13-25= 1 point 0-12= 0 points

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/12149/1445860-rhJdBgDruP/local 20% and 15% scoring band - teachers.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed ELA K assessments
1	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed ELA 1 assessments
2	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed ELA 2 assessments
3	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed ELA 3 assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The assessment to be used will be determined by the principal by November 1 and teachers of the same grade and subject will use the same assessment (HEDI score will be based upon the same measurement). Achievement Measure will be calculated as follows: (mastery percent x 2 + proficiency percent x 1) with mastery defined as 85-100% and proficiency defined as 65-84%. Students classified by CSE will achieve proficiency with a score
---	--

of 55%. See chart in 3.13 below. Standard rounding rules will apply.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	185-200=20 points 170-184=19 points 150-169=18 points
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	130-149=17 points 110-129=16 points 95-109=15 points 80-94=14 points 70-79=13 points 60-69=12 points 50-59=11 points 45-49=10 points 40-44=9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	35-39=8 points 30-34=7 points 25-29=6 points 20-24=5 points 15-19=4 points 10-14=3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	5-9=2 points 1-4=1 point 0=0 points

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed Math K assessments
1	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed Math 1 assessments
2	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed Math 2 assessments
3	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed Math 3 assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	The assessment to be used will be determined by the principal by November 1 and teachers of the same grade and subject will use the same assessment (HEDI score will be based upon the
--	--

3.13, below.	same measurement). Achievement Measure will be calculated as follows: (mastery percent x 2 + proficiency percent x 1) with mastery defined as 85-100% and proficiency defined as 65-84%. Students classified by CSE will achieve proficiency with a score of 55%. See chart in 3.13 below. Standard rounding rules will apply.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	185-200=20 points 170-184=19 points 150-169=18 points
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	130-149=17 points 110-129=16 points 95-109=15 points 80-94=14 points 70-79=13 points 60-69=12 points 50-59=11 points 45-49=10 points 40-44=9 points
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	35-39=8 points 30-34=7 points 25-29=6 points 20-24=5 points 15-19=4 points 10-14=3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	5-9=2 points 1-4=1 point 0=0 points

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	District developed or OHM BOCES developed Science 6 assessments
7	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed Science 7 assessments
8	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed Science 8 assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The assessment to be used will be determined by the principal by November 1 and teachers of the same grade and subject will use the same assessment (HEDI score will be based upon the same measurement). Achievement Measure will be calculated as follows: (mastery percent x 2 + proficiency percent x 1) with mastery defined as 85-100% and proficiency defined as 65-84%. Students classified by CSE will achieve proficiency with a score
---	--

of 55%. See chart in 3.13 below. Standard rounding rules will apply.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	185-200=20 points 170-184=19 points 150-169=18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	130-149=17 points 110-129=16 points 95-109=15 points 80-94=14 points 70-79=13 points 60-69=12 points 50-59=11 points 45-49=10 points 40-44=9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	35-39=8 points 30-34=7 points 25-29=6 points 20-24=5 points 15-19=4 points 10-14=3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	5-9=2 points 1-4=1 point 0=0 points

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	District developed or OHM BOCES developed Social Studies 6 assessments
7	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed Social Studies 7 assessments
8	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed Social Studies 8 assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The assessment to be used will be determined by the principal by November 1 and teachers of the same grade and subject will use the same assessment (HEDI score will be based upon the same measurement). Achievement Measure will be calculated as follows: (mastery percent x 2 + proficiency percent x 1) with mastery defined as 85-100% and proficiency defined as 65-84%. Students classified by CSE will achieve proficiency with a score of 55%. See chart in 3.13 below. Standard rounding rules will
---	--

apply.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	185-200=20 points 170-184=19 points 150-169=18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	130-149=17 points 110-129=16 points 95-109=15 points 80-94=14 points 70-79=13 points 60-69=12 points 50-59=11 points 45-49=10 points 40-44=9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	35-39=8 points 30-34=7 points 25-29=6 points 20-24=5 points 15-19=4 points 10-14=3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	5-9=2 points 1-4=1 point 0=0 points

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	District developed or OHM BOCES developed Global 1 assessments
Global 2	5) District, regional, or BOCES-developed assessments	District Developed or NYS Regents examination in World History
American History	5) District, regional, or BOCES-developed assessments	District developed or NYS Regents examination in United States History

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The assessment to be used will be determined by the principal by November 1 and teachers of the same grade and subject will use the same assessment (HEDI score will be based upon the same measurement). Achievement Measure will be calculated as follows: (mastery percent x 2 + proficiency percent x 1) with mastery defined as 85-100 and proficiency defined as 65-84. Students classified by CSE will achieve proficiency with a score
---	--

of 55. See chart in 3.13 below. Standard rounding rules will apply.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	185-200=20 points 170-184=19 points 150-169=18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	130-149=17 points 110-129=16 points 95-109=15 points 80-94=14 points 70-79=13 points 60-69=12 points 50-59=11 points 45-49=10 points 40-44=9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	35-39=8 points 30-34=7 points 25-29=6 points 20-24=5 points 15-19=4 points 10-14=3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	5-9=2 points 1-4=1 point 0=0 points

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	District Developed or NYS Regents examination in Living Environment
Earth Science	5) District, regional, or BOCES–developed assessments	District Developed or NYS Regents examination in Earth Science
Chemistry	5) District, regional, or BOCES–developed assessments	District Developed or NYS Regents examination in Chemistry
Physics	5) District, regional, or BOCES–developed assessments	District Developed or NYS Regents examination 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.	The assessment to be used will be determined by the principal by November 1 and teachers of the same grade and subject will use the same assessment (HEDI score will be based upon the same measurement). Achievement Measure will be calculated as
---	---

follows: (mastery percent x 2 + proficiency percent x 1) with mastery defined as 85-100 and proficiency defined as 65-84. Students classified by CSE will achieve proficiency with a score of 55. See chart in 3.13 below. Standard rounding rules will apply.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	185-200=20 points 170-184=19 points 150-169=18 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	130-149=17 points 110-129=16 points 95-109=15 points 80-94=14 points 70-79=13 points 60-69=12 points 50-59=11 points 45-49=10 points 40-44=9 points
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	35-39=8 points 30-34=7 points 25-29=6 points 20-24=5 points 15-19=4 points 10-14=3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	5-9=2 points 1-4=1 point 0=0 points

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	5) District, regional, or BOCES-developed assessments	Distrcit Developed or NYS Regents examination in Integrated Algebra (common core beginning in January 2015)
Geometry	5) District, regional, or BOCES-developed assessments	Distrcit Developed or NYS Regents examination in geometry (if both exams are taken the higher of the 2 grades will be used, beginning in June 2016 only the common core aligned exam will be used)
Algebra 2	5) District, regional, or BOCES-developed assessments	Distrcit Developed or NYS Regents examination in Algebra 2/Trigonometry (the phase in of the common core assessments will be provided by NYS at a later date and thoses tests will be used accordingly)

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

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

NOTE: As applicable, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards

version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The assessment to be used will be determined by the principal by November 1 and teachers of the same grade and subject will use the same assessment (HEDI score will be based upon the same measurement). Achievement Measure will be calculated as follows: (mastery percent x 2 + proficiency percent x 1) with mastery defined as 85-100 and proficiency defined as 65-84. Students classified by CSE will achieve proficiency with a score of 55. See chart in 3.13 below. Standard rounding rules will apply.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	185-200=20 points 170-184=19 points 150-169=18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	130-149=17 points 110-129=16 points 95-109=15 points 80-94=14 points 70-79=13 points 60-69=12 points 50-59=11 points 45-49=10 points 40-44=9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	35-39=8 points 30-34=7 points 25-29=6 points 20-24=5 points 15-19=4 points 10-14=3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	5-9=2 points 1-4=1 point 0=0 points

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	District developed or OHM BOCES developed assessment in ELA 9
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	District developed or OHM BOCES developed assessment in ELA 10
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	District developed or NYS Regents examination in ELA 11 (the examination aligned to the 2005 standards will be used through June 2015 and the common core aligned assessment will be used thereafter unless there are changes to the Commissioner's Regulations on the timeline implementation.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The assessment to be used will be determined by the principal by November 1 and teachers of the same grade and subject will use the same assessment (HEDI score will be based upon the same measurement). Achievement Measure will be calculated as follows: (mastery percent x 2 + proficiency percent x 1) with mastery defined as 85-100 and proficiency defined as 65-84. Students classified by CSE will achieve proficiency with a score of 55. See chart in 3.13 below. Standard rounding rules will apply.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	185-200=20 points 170-184=19 points 150-169=18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	130-149=17 points 110-129=16 points 95-109=15 points 80-94=14 points 70-79=13 points 60-69=12 points 50-59=11 points 45-49=10 points 40-44=9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	35-39=8 points 30-34=7 points 25-29=6 points 20-24=5 points 15-19=4 points 10-14=3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	5-9=2 points 1-4=1 point 0=0 points

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
ELA 12	5) District/regional/BOCES–deve	District developed or OHM BOCES developed assessment ELA 12

	loped	
Participation in Government	5) District/regional/BOCES–deve loped	District developed or OHM BOCES developed assessment in Participation in Government
Survey of Economics	5) District/regional/BOCES–deve loped	District developed or OHM BOCES developed assessment in Survey of Economics
speech	5) District/regional/BOCES–deve loped	District developed or OHM BOCES developed assessment in speech
Elementary reading	5) District/regional/BOCES–deve loped	District developed or OHM BOCES developed assessment in resding
art	5) District/regional/BOCES–deve loped	District developed or OHM BOCES developed assessment in art
music (including band and other electives)	5) District/regional/BOCES–deve loped	District developed or OHM BOCES developed assessment in music
physical education	5) District/regional/BOCES–deve loped	District developed or OHM BOCES developed assessment in physical education
special education (self-contained)	5) District/regional/BOCES–deve loped	District developed or OHM BOCES developed assessment in specific content area
library	5) District/regional/BOCES–deve loped	District developed or OHM BOCES developed assessment in library science
technology (middle school)	5) District/regional/BOCES–deve loped	District developed or OHM BOCES developed assessment in technology
AP calculus and additional math electives (pre calculus, statistics)	5) District/regional/BOCES–deve loped	District developed or OHM BOCES developed assessment in calculus
Spanish and French	5) District/regional/BOCES–deve loped	District developed or OHM BOCES developed assessment in the specific foreign language
additional science electives (meteorology, applied physics)	5) District/regional/BOCES–deve loped	District developed or OHM BOCES developed assessment in the specific elective science course
Business (high school)	5) District/regional/BOCES–deve loped	District developed or OHM BOCES developed assessment in the specific business elective
psychology	5) District/regional/BOCES–deve loped	District developed or OHM BOCES developed assessment in psycology
sociology	5) District/regional/BOCES–deve loped	District developed or OHM BOCES developed assessment in sociology
health	5) District/regional/BOCES–deve loped	District developed or OHM BOCES developed assessment in health

special education (resource room)

5)
District/regional/BOCES–deve
loped

District developed or OHM BOCES developed
assessment in the specific content area

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

The assessment to be used will be determined by the principal by November 1 and teachers of the same grade and subject will use the same assessment (HEDI score will be based upon the same measurement). Achievement Measure will be calculated as follows: (mastery percent x 2 + proficiency percent x 1) with mastery defined as 85-100 and proficiency defined as 65-84. Students classified by CSE will achieve proficiency with a score of 55. See chart in 3.13 below. Standard rounding rules will apply.

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

185-200=20 points
170-184=19 points
150-169=18 points

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

130-149=17 points
110-129=16 points
95-109=15 points
80-94=14 points
70-79=13 points
60-69=12 points
50-59=11 points
45-49=10 points
40-44=9 points

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

35-39=8 points
30-34=7 points
25-29=6 points
20-24=5 points
15-19=4 points
10-14=3 points

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

5-9=2 points
1-4=1 point
0=0 points

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.

3.14) Locally Developed Controls

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

No controls

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 averaged proportionately by the number of students for each teacher.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Friday, January 16, 2015

Page 1

4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
---------------------------------------	---

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

4.2) Points Within Other Measures

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

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)
[SurveyTools.4] My Student Survey, LLC's Survey of Teacher Practice (STeP) survey for use in grades 3-12	(No response)

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The following plan reflects the work of an APPR committee comprised of teachers from the Westmoreland Central School District and the Superintendent of Schools. This plan reflects ten months of research, discussion and negotiations. The plan is as follows:

PART 1

60% Other Measures for Teachers

Formal and Informal Observations

Based on the Framework for Teaching Proficiency (Charlotte Danielson)

A total of two observations will be completed, one announced and one unannounced for a total of 36/60 points. The remaining 24 points will come from a variety of sources (to be explained) For each announced observation the pre-observation conference should take place 3-5 school days prior to the observation with the post observation conference taking place no later than 5 days following the observation with the point value being made known no later than 10 school days following the observation but no later than December 20. For each unannounced observation the pre-observation planning form should be submitted 3-5 school days following the observation with the post observation conference taking place no later than 5 school days following the observation with the point value being made known no later than 10 school days following the observation but no later than April 30. A third observation is optional and is at the request of the teacher. If a third observation is requested each of the three individual observations will be worth a total of 12 points. The individual standards within each domain will then be scaled back by a third and the points adjusted accordingly. The teacher can select their observer from either the district administrators or the superintendent.

The following scoring methodology will be applied at the subcomponent level:

Highly Effective: 100% of possible points

Effective: 91.5% of possible points

Developing: 72% of possible points

Ineffective: 0% of possible points

The points per each observation will be calculated as follows:

Domain 1: Planning and Preparation

1a – Demonstrating Knowledge and Pedagogy (1 pt)

1b – Demonstrating Knowledge of Students (1 pt)

1c – Setting Instructional Outcomes (1 pt)

1d – Demonstrating Knowledge of Resources (.5 pt)

1e – Designing Coherent Instruction (1 pt)

1f – Designing Student Assessments (1 pt)

Domain 2: Classroom Environment

2a – Creating and Environment of Respect and Rapport (1 pt)

2b – Establishing a Culture for Learning (1 pt)

2c – Managing Classroom procedures (1 pt)

2d – Managing Student Behavior (1 pt)

2e – Organizing Physical Space (.5 pt)

Domain 3: Instruction

3a – Communicating with Students (1 pt)

3b – Using Questioning and Discussion Techniques (1 pt)

3c – Engaging Students in Learning (1 pt)

3d – Using Assessment in Instruction (1 pt)

3e – Demonstrating Flexibility and Responsiveness (1 pt)

Domain 4: Professional Responsibilities (administrators will ask for evidence to assist with each observation).

4a – Reflecting on Teaching (.5 pt)

4b – Maintaining Accurate Records (.5 pt)

4c – Communicating with Families (.5 pt)

4d – Participating in a Professional Community (.5 pt)

4e – Growing and Developing Professionally (.5 pt)

4f – Showing Professionalism (.5 pt)

TOTAL: 18 points per observation (36 points total)

Each individual observation will receive an overall rating as follows:

Overall Observation: 18-17.5 points- Highly Effective
17-16.5 points- Effective
16-13 points- Developing
12-0 points- Ineffective

Each of the New York State Teaching Standards will be assessed within the two formal observations using three tools:

- a review of the thoughtful planning and preparation that went into the development of each lesson using the suggested pre-observation form in the Framework for Teaching Proficiency via a pre observation conference (in the case of the announced observation)
- principal observations
- a thorough lesson reflection following the observation using the suggested lesson reflection form in the Framework for Teaching Proficiency

Each teacher will also be expected to choose six areas in which they would like to concentrate and then develop a portfolio of artifacts which will be used to review each. The artifacts listed below will align to the Danielson rubric and will be rated holistically using the applicable subcomponents. It is understood that these areas will also be evaluated via the observation process but this will allow teachers to develop specific objectives and more deeply concentrate on specific areas of the NYS Teaching Standards. Each of the areas will concentrate on a collection and review of data related to lesson planning, student and teacher portfolio, and/or other artifacts important to the art of teaching.

The remaining 24/60 points will be calculated as follows:

Teachers will meet with the building administrator prior to October 1 of each school year to select 6 of the 9 options listed below. All 9 must be selected at least once every three years. The administrator may make recommendations which should be chosen but the decisions must be mutually agreed upon. Each option will be scored on a 1-4 point scale (H=4, E=3, D=2, I=1). A score of 0 will be awarded if a teacher receives an ineffective score on each of the 6 options chosen.

- A. Producing artifacts of student work (tests, projects, portfolios, essays, presentation materials, etc.). Teachers and administrators will meet in September to decide what artifacts will constitute a good sampling of student work. The work will be reviewed jointly by the teacher and administrator at least quarterly.
- B. Professional Development portfolio and plan will be established. Documentation and artifacts will be completed by the teacher and discussed/shared with the administrator by May 15 of each year. The teacher will offer informal quarterly updates to the administrator on his/her progress.
- C. The active participation in building and/or district committees. Documentation will be completed by the teacher and shared with the administrator twice a year – the first by December 15 and the second by May 15.
- D. Collaboration with other teachers via team/grade level meetings, building meetings, professional learning communities with professionals from other districts. Proper documentation will be completed by the teacher and shared with the administrator twice a year – the first by December 15 and the second by May 15.
- E. Personal time spent building community and rapport. Teachers will be expected to keep a log of such activities and shared with the administrator by May 15.
- F. Parent Communication. Teachers will be expected to keep a record of communications with parents (mass communications if applicable and a simple log of individual communications). A form will be provided and completed by the teacher and shared with the administrators quarterly.

G. Use of technology in the classroom to enhance instruction and meet the needs of all kids. Teachers will ask administrators to view specific lessons where technology is used to enhance a lesson. Administrators should be invited into the classroom at least four times a year for this purpose.

H. Professional development goal setting (a review of the professional goals using artifacts from the school year). Points will be awarded based on the artifacts reviewed rather than the attainment of the goals.

I. A series of 5 short informal observations spread throughout the school year – to begin after October 1 and completed by May 1.

The 24 point scoring band will be as follows:

Highly Effective: 23-24

Effective: 21-22

Developing: 17-20

Ineffective: 0-16

60 Point Other Measures for Teachers Scoring Band:

Highly Effective 59-60

Effective 57-58

Developing 50-56

Ineffective 0-49

Standard rounding procedures will be used but won't result in teachers moving between HEDI bands.

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Points will be assigned according to the prodedures outlined in section 4.5 above. 59-60 points
Effective: Overall performance and results meet NYS Teaching Standards.	Points will be assigned according to the prodedures outlined in section 4.5 above. 57-58 points
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Points will be assigned according to the prodedures outlined in section 4.5 above. 50-56 points
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Points will be assigned according to the prodedures outlined in section 4.5 above. 0-49 points

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, October 02, 2014

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 student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Thursday, December 04, 2014

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/132677-Df0w3Xx5v6/tip plan appr.DOC](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALS:

Appeals may only be filed for a composite score of ineffective or developing (below 75). The scope of any appeals will be limited to the following subjects:

- The district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c

- The adherence to the Commissioner’s regulations, as applicable to such reviews
- Compliance with locally negotiated procedures
- The district’s issuance and/or implementation of the terms of the improvement plan under Education Law 3012-c

Multiple appeals regarding the same performance review or improvement plan may not be filed. Any grounds not raised at the time of the appeal shall be deemed waived. The teacher has the burden of demonstrating a clear legal right to the relief being requested as the burden of proof lies with the individual teacher filing the appeal. Each appeal must be filed on the approved form with a copy being sent to the WTA President no later than 15 calendar days of receiving the composite score. Within 15 calendar days of receipt of the appeal the administrator who issued the evaluation in question must submit a detailed written response to the appeal. The response must include any and all documentation specific to the point(s) of disagreement that will support the district’s response to the appeal. Any information not included at that time will not be considered. The teacher initiating the appeal and the WTA president shall receive copies of the administrator’s detailed documentation. The superintendent will render a decision in writing no later than 30 calendar days from the date the administrator provided the additional documentation. All decisions shall be final.

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

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

All lead evaluators and lead evaluators will be trained by multiple sources:

1. A half day in-service and webinar was held with the entire staff in June to introduce the Danielson rubric and training sessions. Each employee was given a password and expected to view the training videos throughout the summer.
2. Each evaluator will complete the Danielson training modules (20 hours) independently during July and then throughout the month of August multiple administrative meetings will be conducted and led by a member of the network team to discuss each of the modules as a group. Inter-rater reliability will be tested.
3. Round table discussions will be held in August with principals and teachers to review the training sessions.
4. Each lead evaluator will complete extensive training using BOCES, the network team, outside vendors when appropriate and in-house training. The trainings will contain the 9 elements contained in the rules from the Board of Regents. The BOE will certify each at the July BOE meeting. Annual re-certifications will take place each July after training and refresher courses have been conducted throughout the year.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Thursday, December 04, 2014

Page 1

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

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

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

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

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

5-8 Middle School
9-12 High School

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

Please check the boxes below:

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

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

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

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

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

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	State assessment	NYS 3-4 ELA and math assessments grades 3- 4

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.	The State-provided growth score based on the NYS grade 4 ELA and Math assessments will be weighted proportionately with the SLO results for grade 3 ELA and Math based on the number of students taking each State Assessment. For grade 3, the principal in collaboration with the superintendent will establish individual student growth targets using historical baseline data. The HEDI points will be awarded based on the percentage of students meeting or exceeding these growth targets. If there is no State-provided growth score for Grade 4
--	---

ELA and Math, and SLO will be set based on those assessments using the process indicated above.

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

Each student will be reviewed using historical data by October 1 of each year. Goals for each student will be developed using all available background data. If 89-100% of the students reach the stated goal the principal will score in the highly effective range. See chart below.

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

Each student will be reviewed using historical data by October 1 of each year. Goals for each student will be developed using all available background data. If 75-88% of the students reach the stated goal the principal will score in the effective range. See chart below.

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

Each student will be reviewed using historical data by October 1 of each year. Goals for each student will be developed using all available background data. If 65-74% of the students reach the stated goal the principal will score in the developing range. See chart below.

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

Each student will be reviewed using historical data by October 1 of each year. Goals for each student will be developed using all available background data. If 0-64% of the students reach the stated goal the principal will score in the ineffective range. See chart below.

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/5365/148186-lha0DogRNw/State 20% Scoring Band.doc

7.4) Special Considerations for Comparable Growth Measures

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

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

No Controls

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, February 04, 2015

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(a) achievement on State assessments	grades 5-8 NYS ELA assessments, grades 5-8 NYS math assessments
5-8	(d) measures used by district for teacher evaluation	Algebra Regents (accelerated class-common core assessment to be used in January 2015 and thereafter)
5-8	(d) measures used by district for teacher evaluation	Living environment Regents (accelerated class)
9-12	(g) % achieving specific level on Regents or alternatives	Five Regents exams needed for graduation (ELA (comprehensive until June 2015 and common core thereafter), global history, American History, integrated/common core algebra (common core in Jan. 2015 and thereafter), living environment and/or earth science)

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The performance index scores (as described in the chart below) for the assessments listed above will be used to assign HEDI points for the 5-8 and 9-12 principals. See chart below, standard rounding rules will apply.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. see chart

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

If you need additional space, upload a copy of "Form 8.1: 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)

assets/survey-uploads/12190/1445865-8o9AH60arN/local 20% and 15% scoring band - teachers_3.doc

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

(No response)

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

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

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

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

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

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

etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	NYS ELA assessments grades 3-4, NYS Math assessments grades 3-4

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The performance index scores (as described in the chart below) for the NYS 3-4 ELA and Math state assessments will be used to assign HEDI points for K-4 principal. See chart below. Standard rounding rules will apply.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart below
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart below
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart below
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart below

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)

assets/survey-uploads/12190/1445865-pi29aiX4bL/local 20% and 15% scoring band - teachers_3.doc

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

(No response)

8.3) Locally Developed Controls

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

No Controls

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.

Scores will be combined and weighted proportionally according to the number of students testing at a particular grade level or on a particular exam.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, January 16, 2015

Page 1

9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric Rubric	Marshall's Principal Evaluation Rubric
---	--

Second rubric (if applicable)	(No response)
-------------------------------	---------------

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(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](#)

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

60% Other Measures for Principals

Formal and Informal Observations

Based on the Principal Evaluation Rubric by Kim Marshall – revised August 21, 2011

A total of two formal evaluations will be completed, one announced and one unannounced (one each semester) for a total of 30 points apiece (60 points for the school year). Multiple school visits will be conducted by both the superintendent and other trained evaluators throughout the school year. Data and evidence collected from these visits will be combined with data collected from multiple other sources including but not limited to conferences with parents, teachers and students, review of records, etc. This data will help in the completion of the Marshall rubric each semester.

The points per each evaluation will be calculated as follows:

Each of the six domains will be counted equally, with each subcomponent being assigned 4 points, in the overall score for each evaluation (H=4, E=3, D=2, I=1). A principal will earn 0 points for a domain if all the subcomponents for that domain are rated as ineffective. Each domain will be rated on a 40 point scale using the suggested scoring conversions of the rubric. Each domain score will then be converted to a score of (0-5) by dividing the domain score by 8. Each of the domain scores will be added together to calculate the overall evaluation score based on a total of 30 points. The total 30 point score will be converted to the HEDI scoring grid as follows:

Highly Effective 29-30
 Effective 27-28
 Developing 4-26

Ineffective 0-3

The total of the two evaluations will be combined to produce a composite score of 60 points: The 60 point total score will be converted to the HEDI scoring grid as follows:

Highly Effective 58-60

Effective 54-57

Developing 8-53

Ineffective 0-7

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	points will be assigned according to 9.7 above outstanding leadership qualities as defined by Marshall rubric and ISLLC standards 58-60 points
Effective: Overall performance and results meet standards.	points will be assigned according to 9.7 above solid leadership performance as defined by Marshall rubric and ISLLC standards 54-57 points
Developing: Overall performance and results need improvement in order to meet standards.	points will be assigned according to 9.7 above leadership performance has deficiencies as defined by Marshall rubric and ISLLC standards 8-53 points
Ineffective: Overall performance and results do not meet standards.	points will be assigned according to 9.7 above leadership performance is unacceptable as defined by Marshall rubric and ISLLC standards 0-7 points

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	54-57
Developing	8-53
Ineffective	0-7

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 Tuesday, July 08, 2014

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	58-60
Effective	54-57
Developing	8-53
Ineffective	0-7

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 Thursday, December 04, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/153616-Df0w3Xx5v6/Principal improvement plan, APPR.DOC

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals may only be filed for a composite score of ineffective or developing (below 75). The scope of any appeals will be limited to the following subjects:

- The district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c
- The adherence to the Commissioner's regulations, as applicable to such reviews
- Compliance with locally negotiated procedures

- The district's issuance and/or implementation of the terms of the improvement plan under Education Law 3012-c

Multiple appeals regarding the same performance review or improvement plan may not be filed. Any grounds not raised at the time of the appeal shall be deemed waived. The administrator has the burden of demonstrating a clear legal right to the relief being requested as the burden of proof lies with the individual administrator filing the appeal. Each appeal must be filed on the approved form with a copy being sent to the President of the organization no later than 15 calendar days of receiving the composite score. The appeal must include any and all documentation specific to the point(s) of disagreement the will support the district's response to the appeal. Any information not included at that time will not be considered. The superintendent will render a decision in writing no later than 30 calendar days from the date the administrator filed the appeal. An administrator may appeal the superintendent's final decision to the BOCES District Superintendent no later than 15 calendar days of receiving the superintendent's decision. . The BOCES District Superintendent will render a decision in writing in a timely and expeditious manner in compliance with Education Law 3012-C. His/her decision will be final.

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.

Evaluators and Lead Evaluators will be trained by the regional Network team from OHM BOCES and outside vendors when appropriate as per NYSED guidelines. The trainings will reinforce each of the 6 ISLLC 2008 standards and the 9 elements as outlined by the Board of Regents. Formal trainings will take place throughout the school year and informal discussions will take place weekly in district administrative meetings. The BOE will certify the evaluator(s) only after they have completed all the workshops and extensive trainings. Numerous trainings will be attended throughout the year as scheduled by the Network team and/or outside vendors when appropriate. Inter-rater reliability will be ensured via the Network team training sessions. Administrators will be recertified on an annual basis after completing trainings (minimum of 30 hours of trainings will be provided).

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of

the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Wednesday, February 25, 2015

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/1445869-3Uqgn5g9Iu/APPR signature Feb. 25, 2015_1.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.

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
97-100%	93-96%	89-92%	88%	87%	86%	85%	83-84%	81-82%	79-80%	77-78%	75-76%	74%	72-73%	70-71%	68-69%	66-67%	65	57-64%	46-56%	0-45%

20% Local Data (Achievement) or 15% when value-added is approved: to be derived from locally developed assessments when available.

20% Locally Selected Measure of Student Achievement		
Achievement* Measure <i>(Mastery Percent x 2 + Proficiency Percent x 1)</i>	Point Value Equivalent	HEDI
185 - 200	20	Highly Effective
170 - 184	19	
150 - 169	18	
130 - 149	17	Effective
110 - 129	16	
95 - 109	15	
80 - 94	14	
70 - 79	13	
60 - 69	12	
50 - 59	11	
45 - 49	10	
40 - 44	9	
35 - 39	8	Developing
30 - 34	7	
25 - 29	6	
20 - 24	5	
15 - 19	4	
10 - 14	3	
5 - 9	2	Ineffective
1 - 4	1	
0	0	

*Note: Mastery is defined as a score of 85-100% and proficiency is defined as a score of 65-84%. Students with special educational needs, as classified by Westmoreland CSE, will achieve proficiency by scoring a 55% on the above achievement tests for the calculation in the local 20%

15% Locally Selected Measure of Student Achievement (if there is an approved value - added model for student growth)

Achievement* Measure <i>(Mastery Percent x 2 + Proficiency Percent x 1)</i>	Point Value Equivalent	HEDI
189 - 200	15	Highly Effective
176 - 188	14	
162 - 175	13	Effective
148 - 161	12	
134 - 147	11	
129 - 133	10	
114 - 128	9	
101 - 113	8	
87 - 100	7	Developing
75 - 86	6	
62 - 74	5	
50 - 61	4	
38 - 49	3	
26 - 37	2	Ineffective
13 - 25	1	
0 - 12	0	

Note: Mastery is defined as a score of 85-100% and proficiency is defined as a score of 65-84%. Students with special educational needs, as classified by Westmoreland CSE, will achieve proficiency by scoring a 55% on the above achievement tests for the calculation in the local 15%

20% Local Data (Achievement) or 15% when value-added is approved: to be derived from locally developed assessments when available.

20% Locally Selected Measure of Student Achievement		
Achievement* Measure <i>(Mastery Percent x 2 + Proficiency Percent x 1)</i>	Point Value Equivalent	HEDI
185 - 200	20	Highly Effective
170 - 184	19	
150 - 169	18	
130 - 149	17	Effective
110 - 129	16	
95 - 109	15	
80 - 94	14	
70 - 79	13	
60 - 69	12	
50 - 59	11	
45 - 49	10	
40 - 44	9	
35 - 39	8	Developing
30 - 34	7	
25 - 29	6	
20 - 24	5	
15 - 19	4	
10 - 14	3	
5 - 9	2	Ineffective
1 - 4	1	
0	0	

*Note: Mastery is defined as a score of 85-100% and proficiency is defined as a score of 65-84%. Students with special educational needs, as classified by Westmoreland CSE, will achieve proficiency by scoring a 55% on the above achievement tests for the calculation in the local 20%

15% Locally Selected Measure of Student Achievement (if there is an approved value - added model for student growth)

Achievement* Measure <i>(Mastery Percent x 2 + Proficiency Percent x 1)</i>	Point Value Equivalent	HEDI
189 - 200	15	Highly Effective
176 - 188	14	
162 - 175	13	Effective
148 - 161	12	
134 - 147	11	
129 - 133	10	
114 - 128	9	
101 - 113	8	
87 - 100	7	Developing
75 - 86	6	
62 - 74	5	
50 - 61	4	
38 - 49	3	
26 - 37	2	Ineffective
13 - 25	1	
0 - 12	0	

Note: Mastery is defined as a score of 85-100% and proficiency is defined as a score of 65-84%. Students with special educational needs, as classified by Westmoreland CSE, will achieve proficiency by scoring a 55% on the above achievement tests for the calculation in the local 15%

WESTMORELAND CENTRAL SCHOOLS
TEACHER IMPROVEMENT PLAN (TIP) (Part of APPR)

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 will jointly determine the strategies to be undertaken to correct the deficiencies.

Teacher:

Grade / Subject:

Evaluator:

Teacher Association Representative:

Date:

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them.

<u>Priority</u>	<u>Area needing improvement</u>	<u>Performance goal</u>	<u>Process to achieve</u>
-----------------	---------------------------------	-------------------------	---------------------------

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

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

Assignment of a mentor teacher YES _____ NO _____

Name of Mentor:

The teacher, evaluator, mentor (if applicable) 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 _____

WESTMORELAND CENTRAL SCHOOLS
TEACHER IMPROVEMENT PLAN IN ACTION (TIP) (Part of APPR)

List of all Meeting Dates:

Meeting Date #1:

List all people present:

Evaluator's Comments:

Teacher Comments:

Meeting Date #2:

List all people present:

Evaluator's Comments:

Teacher Comments:

Meeting Date #3:

List all people present:

Evaluator's Comments:

Teacher Comments:

Meeting Date #4:

List all people present:

Evaluator's Comments:

Teacher Comments:

Meeting Date #5:

List all people present:

Evaluator's Comments:

Teacher 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.

WESTMORELAND CENTRAL SCHOOLS
TEACHER IMPROVEMENT PLAN (TIP) (Part of APPR)

Next Step(s):

a) Summary of successful TIP:

--OR--

b) If TIP was unsuccessful:

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

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
97-100%	93-96%	89-92%	88%	87%	86%	85%	83-84%	81-82%	79-80%	77-78%	75-76%	74%	72-73%	70-71%	68-69%	66-67%	65	57-64%	46-56%	0-45%

20% Local Data (Achievement) or 15% when value-added is approved: to be derived from locally developed assessments when available.

20% Locally Selected Measure of Student Achievement		
Achievement* Measure <i>(Mastery Percent x 2 + Proficiency Percent x 1)</i>	Point Value Equivalent	HEDI
185 - 200	20	Highly Effective
170 - 184	19	
150 - 169	18	
130 - 149	17	Effective
110 - 129	16	
95 - 109	15	
80 - 94	14	
70 - 79	13	
60 - 69	12	
50 - 59	11	
45 - 49	10	
40 - 44	9	Developing
35 - 39	8	
30 - 34	7	
25 - 29	6	
20 - 24	5	
15 - 19	4	
10 - 14	3	Ineffective
5 - 9	2	
1 - 4	1	
0	0	

*Note: Mastery is defined as a score of 85-100 on NYS Regents exams or any locally developed assessments (4 on NYS assessments). Proficiency is defined as a score of 65-84 on NYS Regents or any locally developed assessments (3 on NYS assessments). Students with special educational needs, as classified by Westmoreland CSE, will achieve proficiency by scoring a 55 on the above achievement tests (2 on NYS assessments) for the calculation in the local 20%.

15% Locally Selected Measure of Student Achievement (if there is an approved value - added model for student growth)		
Achievement* Measure <i>(Mastery Percent x 2 + Proficiency Percent x 1)</i>	Point Value Equivalent	HEDI
189 - 200	15	Highly Effective
176 - 188	14	
162 - 175	13	Effective
148 - 161	12	
134 - 147	11	
129 - 133	10	
114 - 128	9	
101 - 113	8	
87 - 100	7	Developing
75 - 86	6	
62 - 74	5	
50 - 61	4	
38 - 49	3	
26 - 37	2	Ineffective
13 - 25	1	
0 - 12	0	

*Note: Mastery is defined as a score of 85-100 on NYS Regents exams or any locally developed assessments (4 on NYS assessments). Proficiency is defined as a score of 65-84 on NYS Regents or any locally developed assessments (3 on NYS assessments). Students with special educational needs, as classified by Westmoreland CSE, will achieve proficiency by scoring a 55 on the above achievement tests (2 on NYS assessments) for the calculation in the local 15%.

20% Local Data (Achievement) or 15% when value-added is approved: to be derived from locally developed assessments when available.

20% Locally Selected Measure of Student Achievement		
Achievement* Measure <i>(Mastery Percent x 2 + Proficiency Percent x 1)</i>	Point Value Equivalent	HEDI
185 - 200	20	Highly Effective
170 - 184	19	
150 - 169	18	
130 - 149	17	Effective
110 - 129	16	
95 - 109	15	
80 - 94	14	
70 - 79	13	
60 - 69	12	
50 - 59	11	
45 - 49	10	
40 - 44	9	
35 - 39	8	Developing
30 - 34	7	
25 - 29	6	
20 - 24	5	
15 - 19	4	
10 - 14	3	
5 - 9	2	Ineffective
1 - 4	1	
0	0	

*Note: Mastery is defined as a score of 85-100 on NYS Regents exams or any locally developed assessments (4 on NYS assessments). Proficiency is defined as a score of 65-84 on NYS Regents or any locally developed assessments (3 on NYS assessments). Students with special educational needs, as classified by Westmoreland CSE, will achieve proficiency by scoring a 55 on the above achievement tests (2 on NYS assessments) for the calculation in the local 20%.

15% Locally Selected Measure of Student Achievement (if there is an approved value - added model for student growth)		
Achievement* Measure <i>(Mastery Percent x 2 + Proficiency Percent x 1)</i>	Point Value Equivalent	HEDI
189 - 200	15	Highly Effective
176 - 188	14	
162 - 175	13	Effective
148 - 161	12	
134 - 147	11	
129 - 133	10	
114 - 128	9	
101 - 113	8	
87 - 100	7	Developing
75 - 86	6	
62 - 74	5	
50 - 61	4	
38 - 49	3	
26 - 37	2	Ineffective
13 - 25	1	
0 - 12	0	

*Note: Mastery is defined as a score of 85-100 on NYS Regents exams or any locally developed assessments (4 on NYS assessments). Proficiency is defined as a score of 65-84 on NYS Regents or any locally developed assessments (3 on NYS assessments). Students with special educational needs, as classified by Westmoreland CSE, will achieve proficiency by scoring a 55 on the above achievement tests (2 on NYS assessments) for the calculation in the local 15%.

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Joanna Kyrle 2/24/15

Teachers Union President Signature: Date:

Michael S. Perlat 2/24/15

Administrative Union President Signature: Date:

Janet Shelton 2/24/15

Board of Education President Signature: Date:

John Lee II 2/24/15

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

 