



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

Commissioner of Education  
President of the University of the State of New York  
89 Washington Ave., Room 111  
Albany, New York 12234

E-mail: [commissioner@mail.nysed.gov](mailto:commissioner@mail.nysed.gov)  
Twitter: @JohnKingNYSED  
Tel: (518) 474-5844  
Fax: (518) 473-4909

October 16, 2012

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 for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

  
John B. King, Jr.  
Commissioner

Attachment

c: Howard D. Mettelman

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

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: 2012-13

Created Thursday, May 03, 2012

Updated Monday, October 08, 2012

---

## 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 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) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

*(No response)*

#### 1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

1.5) 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
1.5) 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
1.5) 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

## 1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

*Re-submission to address deficiencies*

## 1.7) Is this submission for an annual or multi-year plan?

*If the plan is multi-year, please write the years that are included.*

*Annual (2012-13)*

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

Created Thursday, May 03, 2012

Updated Tuesday, October 09, 2012

---

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, 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 for 2012-13.	Checked

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. 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.

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMS web
1	State-approved 3rd party assessment	AIMS web
2	State-approved 3rd party assessment	AIMS web

	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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this

Goals will be set for each individual student using AIMS web standards/goals

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	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 state average for similar students (or District goals if no state test).	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 state average for similar students (or District goals if no state test).	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 state average for similar students (or District goals if no state test).	Goals will be set for each individual student within the class. 0-64% students attaining set goals will score 0-2 points

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	AIMS web
1	State-approved 3rd party assessment	AIMS web
2	State-approved 3rd party assessment	AIMS web

	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 student performance.

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.	Goals will be set for each individual student using AMIS web standards/goals
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	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 state average for similar students (or District goals if no state test).	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 state average for similar students (or District goals if no state test).	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 state average for similar students (or District goals if no state test).	Goals will be set for each individual student within the class. 0-64% students attaining set goals will score 0-2 points

## 2.4) Grades 6-8 Science

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

Science	Assessment
---------	------------

6	District, regional or BOCES-developed assessment	OHM BOCES regionally developed grade 6 science assessment
7	District, regional or BOCES-developed assessment	OHM BOCES regionally developed grade 7 science 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 student performance.

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.	Goals will set for each individual student using data accumulated from a pretest as from previous grade levels
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	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 state average for similar students (or District goals if no state test).	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 state average for similar students (or District goals if no state test).	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 state average for similar students (or District goals if no state test).	Goals will be set for each individual student within the class. 0-64% students attaining set goals will score 0-2 points

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	OHM BOCES regionally developed grade 6 social studies assessment
7	District, regional or BOCES-developed assessment	OHM BOCES regionally developed grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	OHM BOCES regionally developed grade 8 social studies assessment

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

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.	Goals will set for each individual student using data accumulated from a pretest as from previous grade levels
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

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Westmoreland CSD developed Global 1 assessment

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

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

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.	Goals will set for each individual student using data accumulated from a pretest as from previous grade levels
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

## 2.7) 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 student performance.

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.	Goals will set for each individual student using data accumulated from a pretest as from previous grade levels
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 student performance.

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.	Goals will set for each individual student using data accumulated from a pretest as from previous grade levels
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	District, regional or BOCES-developed assessment	Westmoreland CSD developed ELA 9 assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Westmoreland CSD developed ELA 10 assessment
Grade 11 ELA	District, regional or BOCES-developed 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 student performance.

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.	Goals will set for each individual student using data accumulated from a pretest as from previous grade levels
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

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art	District, Regional or BOCES-developed	OHM BOCES regionally developed art assessments
Reading (K-4)	State-approved 3rd party assessment	AIMS web

Speech	District, Regional or BOCES-developed	Westmoreland CSD developed speech assessments
Music	District, Regional or BOCES-developed	OMH BOCES regionally developed music assessments
Physical Education	District, Regional or BOCES-developed	OHM BOCES regionally developed physical education assessments
Technology	District, Regional or BOCES-developed	OHM BOCES regionally developed technology assessments
Spanish	District, Regional or BOCES-developed	Westmoreland CSD developed Spanish assessments
French	District, Regional or BOCES-developed	Westmoreland CSD developed French assessments
Library	School/BOCES-wide/group/team results based on State	OHM BOCES regionally developed library instruction assessments
Business	District, Regional or BOCES-developed	Westmoreland CSD developed keyboarding assessment
Special Education	District, Regional or BOCES-developed	OHM BOCES regionally developed grade level specific/content specific assessments
English 12	District, Regional or BOCES-developed	OHM BOCES developed English grade 12 assessment

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

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.	Goals will set for each individual student using data accumulated from a pretest as from previous grade levels
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

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 in setting targets for Comparable Growth Measures, 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 those used in State Growth measures, which include: student prior academic history, 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.

*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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked

2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.

Checked

### 3. Local Measures (Teachers)

Created Thursday, May 03, 2012

Updated Monday, October 08, 2012

---

#### 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.

.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. 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.

#### 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed grade 4 ELA assessment
5	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed grade 5 ELA assessment

6	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed grade 6 ELA assessment
7	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed grade 7 ELA assessment
8	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed grade 8 ELA 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.	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.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	188-200=15 points 176-187= 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed grade 4 math assessment
5	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed grade 5 math assessment
6	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed grade 6 math assessment

7	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed grade 7 math assessment
8	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed grade 8 math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Achievement 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.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	188-200=15 points 176-187= 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/5139/124200-rhJdBgDruP/local 20% and 15% scoring band - teachers\_1.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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Achievement 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.
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed grade K math assessments
1	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed grade 1 math assessments
2	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed math grade 2 assessments
3	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed math grade 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 3.13, below.	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.
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed science grade 6 assessment
7	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed science grade 7 assessment
8	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed science grade 8 assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Achievement 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.
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed social studies grade 6 assessments
7	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed social studies grade 7 assessments

8	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed social studies grade 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.	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.
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	OHM BOCES REGION developed grade 9 Global 1 assesement
Global 2	5) District, regional, or BOCES–developed assessments	If available OHM BOCES developed Global 2 assessment/if unavailable Regents assessment in Global 2 will be used

American History	5) District, regional, or BOCES–developed assessments	If available OHM BOCES developed American History assessment/if unavailable Regents assessment in American History will be used
------------------	---	---

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Achievement 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.
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	If available OHM BOCES developed Living Environment assessment/if unavailable Regents assessment in Living Environment will be used

Earth Science	5) District, regional, or BOCES–developed assessments	If available OHM BOCES developed Earth Science assessment/if unavailable Regents assessment in Earth Science will be used
Chemistry	5) District, regional, or BOCES–developed assessments	If available OHM BOCES developed Chemistry assessment/if unavailable Regents assessment in Chemistry will be used
Physics	5) District, regional, or BOCES–developed assessments	If available OHM BOCES developed Physics assessment/if unavailable Regents assessment in Physics will be used

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Achievement 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.
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	If available OHM BOCES developed Algebra 1 assessment/if unavailable Regents assessment in Algebra 1 will be used
Geometry	5) District, regional, or BOCES–developed assessments	If available OHM BOCES developed geometry assessment/if unavailable Regents assessment in Geometry will be used
Algebra 2	5) District, regional, or BOCES–developed assessments	If available OHM BOCES developed Algebra 2 assessment/if unavailable Regents assessment in Algebra 2 will be used

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.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Achievement 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.
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	OHM BOCES REGION developed grade 9 ELA assesment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	OHM BOCES REGION developed grade 10 ELA assesment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	If available OHM BOCES developed grade 11 ELA assesment/if unavailable Regents assesment in grade 11 ELA will be used

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.*

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

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

Participation in Government	5) District/regional/BOCES–developed	OHM BOCES REGION developed participation in government 12 assessment
Survey of Economics	5) District/regional/BOCES–developed	OHM BOCES REGION developed survey of economics 12 assessment
speech	5) District/regional/BOCES–developed	OHM BOCES REGION developed assessments in elementary level speech
Elementary reading	5) District/regional/BOCES–developed	OHM BOCES REGION developed reading assessment
art	5) District/regional/BOCES–developed	OHM BOCES REGION developed art assessment
music (including band and other electives)	5) District/regional/BOCES–developed	OHM BOCES REGION developed music assessment
physical education	5) District/regional/BOCES–developed	OHM BOCES REGION developed PE assessment
special education (self-contained)	5) District/regional/BOCES–developed	OHM BOCES REGION developed Special education assessment
library	5) District/regional/BOCES–developed	OHM BOCES REGION developed library assessment
technology (middle school)	5) District/regional/BOCES–developed	OHM BOCES REGION developed technology assessment
AP calculus and additional math electives (pre calculus, statistics)	5) District/regional/BOCES–developed	OHM BOCES REGION developed assessment if available/if unavailable AP Calculus assessment
Spanish and French	5) District/regional/BOCES–developed	OHM BOCES REGION developed levels I, II, III, and IV assessment
additional science electives (meteorology, applied physics)	5) District/regional/BOCES–developed	OHM BOCES REGION developed assessments in meteorology
Business (high school)	5) District/regional/BOCES–developed	OHM BOCES REGION developed assessments in Keyboarding
psychology	5) District/regional/BOCES–developed	OHM BOCES REGION developed psychology assessments
sociology	5) District/regional/BOCES–developed	OHM BOCES REGION developed sociology assessments
health	5) District/regional/BOCES–developed	OHM BOCES REGION developed middle school and high school health assessments

special education (resource room)	5) District/regional/BOCES–deve loped	OHM BOCES REGION developed grade specific assessments
-----------------------------------	---	--

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

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

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

*Scoring bands will be computed proportionally for each teacher. Example #1: 4th grade ELA (50% of composite local score is derived from ELA results and 50% is derived from math results).*

*Example #2: High School teacher with 60 ELA 9 students and 30 ELA 10 students will have the ELA 9 results count twice that of the ELA 10 results.*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Thursday, May 24, 2012

Updated Thursday, August 30, 2012

---

### 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.)

*Danielson's Framework for Teaching (2011 Revised Edition)*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

If you checked "no" above, fill in the group of teachers covered (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]	36
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	24

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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

*The 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. 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. The teacher can select their observer from either the district administrators or the superintendent.*

*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 the completion form H to accompany each observation. This form will be discussed in the post observation conference and used to determine the HEDI scale points for this portion of the observation/evaluation)*

- 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 for each. It is understood that these areas will also be evaluated via the observation process but this will allow teachers to develop specific goals 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 will account for a total of 4 points.*

*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. Form J will be completed in September by the teacher and reviewed with the administrator. Form K will be maintained throughout the year by the teacher. Form B.8 is optional. Form L 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. Form B.7 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. Form B.8 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. Overall professionalism and goal setting.*

*I. A series of 5 short informal observations spread throughout the school year – to begin after October 1 and completed by May 1. Form A will be used by the administrators and reviewed with the teacher after each informal “walk through”*

*60 Point Other Measures for Teachers Scoring Band:*

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

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

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	0
4.6) Observations of Probationary Teachers   Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

• In Person

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

• In Person

### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers   Formal/Long	2
4.7) Observations of Tenured Teachers   Informal/Short	0
4.7) Observations of Tenured Teachers   Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
-------------	---

---

Informal/Short	0
----------------	---

---

Independent evaluators

---

Formal/Long	0
Informal/Short	0

---

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, June 26, 2012

Updated Thursday, August 30, 2012

---

## 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.

For the 2013-2014 school year and beyond, 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 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

**2012-13 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 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

**2012-13 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 Wednesday, May 23, 2012

Updated Thursday, August 30, 2012

### 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. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5265/132677-Df0w3Xx5v6/tip\\_plan\\_appr.DOC](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 (see attached form) no later than 15 calendar days of receiving the evaluation. 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 the 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 and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

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

- 1. A half day in-service and webinar was help 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 conductive 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 completed extensive training throughout 2011-2012 led by the BOCES network team. The BOE will certify each at the July BOE meeting. 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, July 03, 2012

Updated Monday, October 08, 2012

## 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.

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
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the value-added growth score 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 for 2012-13	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 assessment 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. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

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 school or program type this SLO applies to. Then, using the drop-down boxes below, please select the 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. 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.

***Please remember that State assessments must be used with SLOs if applicable to the school or program type.***

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	State assessment	NYS ELA grade 4 and NYS Math grade 4 assessments
K-4	State-approved 3rd party assessment	AIMS web ELA and Math assessments grades K-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.

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.	A 20 point scale (10 points from ELA and 10 points from math) will be used for determining this growth score. This scale score will be multiplied by the percentage of students covered by this SLO (after the 4th grade students are factored into the calculation - until we get 30% of the students in this building covered).
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 following a baseline test using AIMSweb in September. Goals for each student will be developed using all available background and AIMSweb 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 following a baseline test using AIMSweb in September. Goals for each student will be developed using all available background and AIMSweb data. If 75-88% of the students reach the stated goal the principal will score in the highly 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 following a baseline test using AIMSweb in September. Goals for each student will be developed using all available background and AIMSweb data. If 65-74% of the students reach the stated goal the principal will score in the highly effective 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 following a baseline test using AIMSweb in September. Goals for each student will be developed using all available background and AIMSweb data. If

0-64% of the students reach the stated goal the principal will score in the highly effective 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 setting targets for Comparable Growth Measures, 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 those used in State Growth measures, which include: prior student achievement results, 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.

*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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked

---

7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.

Checked

# 8. Local Measures (Principals)

Created Tuesday, July 03, 2012

Updated Monday, October 08, 2012

---

## 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.

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

**In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.**

*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	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	(g) % achieving specific level on Regents or alternatives	Algebra Regents (accelerated class)
5-8	(g) % achieving specific level on Regents or alternatives	Living environment Regents (accelerated class)
9-12	(g) % achieving specific level on Regents or alternatives	Five Regents exams needed for graduation (ELA, global history, American History, algebra, living environment and/or earth science)
K-4	(a) achievement on State assessments	grades 3-4 NYS ELA assessments and grades 3, 4 NYS Math assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	For achievement on 3-8 state assessments the performance index scores as determined by NYS will be used. See chart below. For Percentage achieving a specific level on Regents exams the following formula will be used: (mastery percent x 2) + proficiency percent x 1). See chart below.
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 )

*(No response)*

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

*assets/survey-uploads/5366/148187-qBFVOWF7fC/local 20% and 15% scoring band principals.doc*

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

**In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.**

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

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

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

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

*(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*

*(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*

*(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*

*(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*

*(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at*

least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(a) achievement on State assessments	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.	Performance index scores as calculated by NYS will be used for the 3-4 ELA and math state assessments. See chart below
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)

*(No response)*

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

*assets/survey-uploads/5366/148187-T8MIGWUVm1/local 20% and 15% scoring band principals.doc*

### 8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, 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 proportional 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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, July 03, 2012

Updated Thursday, August 30, 2012

---

## 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.

*Marshall's Principal Evaluation Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the points 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 points 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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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.	Checked
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).	Checked

### 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 posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(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 surveys, 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 in the overall score for each evaluation. 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 Thursday, July 19, 2012

Updated Thursday, August 30, 2012

---

## 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.

For the 2013-2014 school year and beyond, 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 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

**2012-13 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**

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 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

**2012-13 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 Thursday, July 19, 2012

Updated Monday, October 08, 2012

## 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 your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

*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 (see attached form) no later than 15 calendar days of receiving the evaluation. 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 evaluation. The District Superintendent will render a decision in writing no later than 30 calendar days from the date the administrators filed the appeal. His/her decision will be final.*

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

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

*Evaluators will be trained by the regional Network team from OHM BOCES and Teachscape (the company supporting the Danielson Framework and Rubric) as per NYSED guidelines. The trainings will reinforce each of the 6 ISLLC 2008 standards. Formal trainings will take place throughout the school year for a minimum of 30 hours 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 offered by the OHM BOCES Network Team and after they have completed the extensive trainings offered by Teachscape, including taking and passing the test on the use of the Danielson rubric. Numerous trainings will be attended throughout the year as scheduled by the Network team. Inter-rater reliability will be ensured via the Network team training sessions. Administrators will be recertified on a yearly basis after completing additional trainings as scheduled by the OHM BOCES Network team and as arranged by Teachscape.*

## 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 Wednesday, July 11, 2012  
Updated Thursday, October 11, 2012

---

### 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

<assets/survey-uploads/5581/150539-3Uqgn5g9Iu/doc00806420121011072441.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 (third party assessments until locally developed assessments are available)

<b>20% Locally Selected Measure of Student Achievement</b>		
<b>Achievement* Measure</b> <i>(Mastery Percent x 2 + Proficiency Percent x 1)</i>	<b>Point Value Equivalent</b>	<b>HEDI</b>
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	
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%

<b>15% Locally Selected Measure of Student Achievement (if there is an approved value - added model for student growth)</b>		
<b>Achievement* Measure</b> <i>(Mastery Percent x 2 + Proficiency Percent x 1)</i>	<b>Point Value Equivalent</b>	<b>HEDI</b>
188 - 200	15	Highly Effective
176 - 187	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 (third party assessments until locally developed assessments are available)

<b>20% Locally Selected Measure of Student Achievement</b>		
<b>Achievement* Measure</b> <i>(Mastery Percent x 2 + Proficiency Percent x 1)</i>	<b>Point Value Equivalent</b>	<b>HEDI</b>
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	
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%

<b>15% Locally Selected Measure of Student Achievement (if there is an approved value - added model for student growth)</b>		
<b>Achievement* Measure</b> <i>(Mastery Percent x 2 + Proficiency Percent x 1)</i>	<b>Point Value Equivalent</b>	<b>HEDI</b>
188 - 200	15	Highly Effective
176 - 187	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%

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)** (15% when value-added tests are produced) to be derived as follows:

- K-4 building - performance index scores as determined by SED based on the results of the 3-4 NYS ELA and math assessments
- 5-8 building - performance index scores as determined by SED based on the results of the 5-8 NYS ELA and math assessments
- 9-12 building - results of the five Regents exams required for graduation to be calculated by the following formula: (mastery level x 2) + (proficiency level x 1)

<b>20% Locally Selected Measure of Student Achievement</b>		
<b>Achievement* Measure: Performance index on 3-8 ELA/math assessments or achievement score on Regents exams (Mastery Percent x 2 + Proficiency Percent x 1)</b>	<b>Point Value Equivalent</b>	<b>HEDI</b>
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	Ineffective
10 - 14	3	
5 - 9	2	
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 Regent's exams.

<b>15% Locally Selected Measure of Student Achievement (if there is an approved value - added model for student growth)</b>		
<b>Achievement* Measure: Performance index on 3-8 ELA/math assessments or achievement score on Regents exams (Mastery Percent x 2 + Proficiency Percent x 1)</b>	<b>Point Value Equivalent</b>	<b>HEDI</b>
188 - 200	15	Highly Effective
176 - 189	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 Regent's exams.

**20% Local Data (Achievement)** (15% when value-added tests are produced) to be derived as follows:

- K-4 building - performance index scores as determined by SED based on the results of the 3-4 NYS ELA and math assessments
- 5-8 building - performance index scores as determined by SED based on the results of the 5-8 NYS ELA and math assessments
- 9-12 building - results of the five Regents exams required for graduation to be calculated by the following formula: (mastery level x 2) + (proficiency level x 1)

<b>20% Locally Selected Measure of Student Achievement</b>		
<b>Achievement* Measure: Performance index on 3-8 ELA/math assessments or achievement score on Regents exams (Mastery Percent x 2 + Proficiency Percent x 1)</b>	<b>Point Value Equivalent</b>	<b>HEDI</b>
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	Ineffective
10 - 14	3	
5 - 9	2	
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 Regent's exams.

<b>15% Locally Selected Measure of Student Achievement (if there is an approved value - added model for student growth)</b>		
<b>Achievement* Measure: Performance index on 3-8 ELA/math assessments or achievement score on Regents exams (Mastery Percent x 2 + Proficiency Percent x 1)</b>	<b>Point Value Equivalent</b>	<b>HEDI</b>
188 - 200	15	Highly Effective
176 - 189	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 Regent's exams.

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 \_\_\_\_\_

# 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:

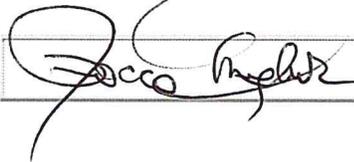
Evidence to be provided for Goal Achievement:

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.

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

**Signatures, dates**

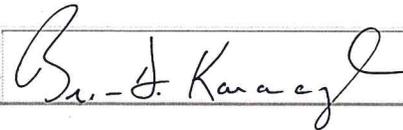
Superintendent Signature: Date: 10/9/12



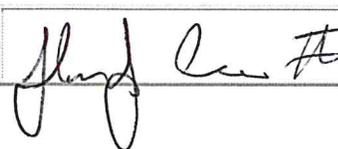
Teachers Union President Signature: Date:

 10/10/12

Administrative Union President Signature: Date:

 10/10/12

Board of Education President Signature: Date:

 10/9/12