



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

Commissioner of Education
President of the University of the State of New York
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July 22, 2015

Revised

Paul Fried, Superintendent
White Plains City School District
5 Homeside Lane
White Plains, NY 10605

Dear Superintendent Fried:

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

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

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

Thank you again for your hard work.

Sincerely,

MaryEllen Elia
Commissioner

Attachment

c: Dr. Harold Coles

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Friday, February 27, 2015

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 662200010000

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

662200010000

1.2) School District Name: WHITE PLAINS CITY SD

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

WHITE PLAINS CITY SD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created: 04/30/2013

Last updated: 06/26/2015

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

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 ELA & NYS Grade 5 ELA
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 ELA & NYS Grade 5 ELA
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 ELA & NYS Grade 5 ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>K-2: The district will use individual student regional percentile ranks calculated from a matched sample of over 12,000 students per grade in the 60 districts served by the Lower Hudson Regional Information Center. Maintaining the same percentile rank from one year to the next would indicate that a student, compared to students in the region, had made a year's growth over the baseline score from the previous year. Improvement over the baseline median student percentile rank will be the measure used to generate the HEDI scores using the attached chart 1a.</p> <p>Grade 3: The district using baseline data will establish individual growth targets. HEIDI points will be awarded based on the percentage of students meeting individual growth targets. (see table 1)</p> <p>Ineffective ratings are identified as 0-2 Developing ratings are identified as 3-8 Effective ratings are identified as 9-17 Highly effective ratings are identified as 18-20. See 2.11 attachment for chart 1a and table 1.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For Grade 3: 85-100% of the students meet or exceed stated target. For K-2: See chart 1a.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For Grade 3: 65-84% of the students meet stated target. For K-2: See chart 1a.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For Grade 3: 50-64% of the students meet stated target. For K-2: See chart 1a.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For Grade 3: 0-49% of the students meet stated target. For K-2: See chart 1a.

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 math & NYS Grade 5 math
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 math & NYS Grade 5 math
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 math & NYS Grade 5 math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>K-2: The district will use individual student regional percentile ranks calculated from a matched sample of over 12,000 students per grade in the 60 districts served by the Lower Hudson Regional Information Center. Maintaining the same percentile rank from one year to the next would indicate that a student, compared to students in the region, had made a year's growth over the baseline score from the previous year. Improvement over the baseline median student percentile rank will be the measure used to generate the HEDI scores using the attached chart 1a.</p> <p>Grade 3: The district using baseline data will establish individual growth targets. HEIDI points will be awarded based on the percentage of students meeting individual growth targets. (see table 1)</p> <p>Ineffective ratings are identified as 0-2 Developing ratings are identified as 3-8 Effective ratings are identified as 9-17 Highly effective ratings are identified as 18-20. See 2.11 attachment for chart 1a and table 1.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For Grade 3: 85-100% of the students meet or exceed stated target. For K-2: See chart 1a.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For Grade 3: 65-84% of the students meet stated target. For K-2: See chart 1a.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For Grade 3: 50-64% of the students meet stated target. For K-2: See chart 1a.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For Grade 3: 0-49% of the students meet stated target. For K-2: See chart 1a.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	School- or BOCES-wide, group or team results based on State assessments	8th Grade State Science Assessment and Earth Science Regents
7	District, regional or BOCES-developed assessment	WPCSD 7th grade science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Grades 6: The district will use the school-wide results from the eighth-grade science test and Earth Science Regents assessment administered in eighth grade calculated using chart 1a. If a combined HEDI score ends in a decimal, normal rounding rules apply.</p> <p>Grade 7-8: The district using baseline data will establish individual growth targets. HEIDI points will be awarded based on the percentage of students meeting individual growth targets. (see table 1)</p> <p>See 2.11 attachment for chart 1a and table 1.</p>
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Grade 6: See chart 1a Grade 7-8: 85-100% of the students meet or exceed stated target. See table 1
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Grade 6: See chart 1a Grade 7-8: 65-84% of the students meet or exceed stated target. See table 1
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Grade 6: See chart 1a Grade 7-8: 50-64% of the students meet or exceed stated target. See table 1
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Grade 6: See chart 1a Grade 7-8: 0-49% of the students meet or exceed stated target. See table 1

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	School- or BOCES-wide, group or team results based on State assessments	NYS grade 6 ELA
7	District, regional or BOCES-developed assessment	WPCSD 7th grade social studies assessment
8	District, regional or BOCES-developed assessment	WPCSD 8th grade social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grade 6: The district will use individual student regional percentile ranks calculated from a matched sample of over 12,000 students per grade in the 60 districts served by the Lower Hudson Regional Information Center. Maintaining the same percentile rank from one year to the next would indicate that a student, compared to students in the region, had made a year's growth over the baseline score from the previous year. Improvement over the baseline median student percentile rank will be the measure used to generate the HEDI scores using the attached chart 1a. Grade 7-8: The district using baseline data will establish individual growth targets. HEIDI points will be awarded based on the percentage of students meeting individual growth targets. (see table 1) See 2.11 attachment for chart 1a and table 1.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Grade 6: See chart 1a Grade 7-8: 85-100% of the students meet or exceed stated target. See table 1
Effective (9 - 17 points) Results meet District goals for similar students.	Grade 6: See chart 1a Grade 7-8: 65-84% of the students meet or exceed stated target. See table 1

Developing (3 - 8 points) Results are below District goals for similar students.	Grade 6: See chart 1a Grade 7-8: 50-64% of the students meet or exceed stated target. See table 1
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Grade 6: See chart 1a Grade 7-8: 0-49% of the students meet or exceed stated target. See table 1

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	WPCSD 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district using baseline data will establish individual growth targets. HEDI points will be awarded based on the percentage of students meeting individual growth targets. See 2.11 attachment for table 1.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of the students meet or exceed stated target. See table 1
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of the students meet or exceed stated target. See table 1
Developing (3 - 8 points) Results are below District goals for similar students.	50-64% of the students meet or exceed stated target. See table 1
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of the students meet or exceed stated target. See table 1

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment

Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district using baseline data will establish individual growth targets. HEIDI points will be awarded based on the percentage of students meeting individual growth targets. See 2.11 attachment for table 1.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of the students meet or exceed stated target. See table 1
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of the students meet or exceed stated target. See table 1
Developing (3 - 8 points) Results are below District goals for similar students.	50-64% of the students meet or exceed stated target. See table 1
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of the students meet or exceed stated target. See table 1

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district using baseline data will establish individual growth targets. HEIDI points will be awarded based on the percentage of students meeting individual growth targets. (see table 1) The district will adhere to NYSED guidelines when administering the common core regents exams. When both common core regents exam and the 2005 standards exam are offered for the same course, the higher score will be used for APPR purposes. See 2.11 attachment for table 1.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of the students meet or exceed stated target. See table 1

Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of the students meet or exceed stated target. See table 1
Developing (3 - 8 points) Results are below District goals for similar students.	50-64% of the students meet or exceed stated target. See table 1
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of the students meet or exceed stated target. See table 1

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	WPCSD ELA grade 9 assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	WPCSD ELA grade 10 assessment
Grade 11 ELA	Regents assessment	English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district using baseline data will establish individual growth targets. HEIDI points will be awarded based on the percentage of students meeting individual growth targets. (see table 1) The district will adhere to NYSED guidelines when administering the common core regents exams. When both common core regents exam and the 2005 standards exam are offered for the same course, the higher score will be used for APPR purposes. See 2.11 attachment for table 1.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of the students meet or exceed stated target. See table 1
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of the students meet or exceed stated target. See table 1
Developing (3 - 8 points) Results are below District goals for similar students.	50-64% of the students meet or exceed stated target. See table 1
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of the students meet or exceed stated target. See table 1

2.10) All Other Courses

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

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

	Course(s) or Subject(s)	Option	Assessment
	High School Social Studies Non-core	District, Regional or BOCES-developed	WPCSD social studies assessments course specific
	High School Science Non-core	District, Regional or BOCES-developed	WPCSD science assessments course specific
	High School English Non-core	District, Regional or BOCES-developed	WPCSD English assessments course specific
	High School Math Non-core	District, Regional or BOCES-developed	WPCSD math assessments course specific
	Grade 8 Earth Science Regents	State Assessment	NYS Earth Science Regents
	Grade 8 Algebra Regents	State Assessment	NYS Algebra Regents
	Teacher of students taking NYSESLAT	State Assessment	NYSESLAT
	Teacher of students taking NYSAA	State Assessment	NYSAA
	All other courses grades K - 5	School/BOCES-wide/group/team results based on State	NYS ELA grades 4-5
	All other courses grades 6 - 8	School/BOCES-wide/group/team results based on State	NYS ELA grades 6-8
	All other courses grades 9-12	School/BOCES-wide/group/team results based on State	NYS English Regents
	Grade 7-8 Orchestra	District, Regional or BOCES-developed	WPCSD orchestra course specific performance assessment
	Grades 9-12 choir and chorus	District, Regional or BOCES-developed	WPCSD choir and chorus course specific assessments
	Grades 7-12 physical education	District, Regional or BOCES-developed	WPCSD physical education course specific assessments
	LOTE 6-12	District, Regional or BOCES-developed	WPCSD developed assessments LOTE 6-12 for each grade
	AIS 7-12	District, Regional or BOCES-developed	WPCSD ELA assessments course specific
	Family and Consumer Science	District, Regional or BOCES-developed	WPCSD family and consumer science assessments course specific
	Technology	District, Regional or BOCES-developed	WPCSD technology assessments course specific
	business electives	District, Regional or BOCES-developed	WPCSD business assessments course specific
	4-8 ELA/Math Teachers Not receiving state provided growth scores	District, Regional or BOCES-developed	NYS Grades 4-8 ELA and/or Math Assessments

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating

category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>District developed assessments: The district using baseline data will establish individual growth targets. HEIDI points will be awarded based on the percentage of students meeting individual growth targets. (see table 1)</p> <p>School/group measures: The district will use the school-wide results from the above listed assessments calculated using chart 1a. If a combined HEDI score ends in a decimal, normal rounding rules apply.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>District developed assessments: 85-100% of the students meet or exceed stated target. See table 1</p> <p>School/team measures: See Chart 1a</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>District developed assessments: 65-84% of the students meet or exceed stated target. See table 1</p> <p>School/team measures: See Chart 1a</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>District developed assessments: 50-64% of the students meet or exceed stated target. See table 1</p> <p>School/team measures: See Chart 1a</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>District developed assessments: 0-49% of the students meet or exceed stated target. See table 1</p> <p>School/team measures: See Chart 1a</p>

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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/1484382-TXEttx9bQW/WP_APPR_tables.xlsx

2.12) Locally Developed Controls

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

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

Not applicable

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created: 04/30/2013

Last updated: 06/25/2015

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

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS ELA 4
5	6(ii) School wide measure computed locally	NYS ELA 5
6	6(ii) School wide measure computed locally	NYS ELA 6
7	3) Teacher specific achievement or growth score computed locally	NYS ELA 7
8	3) Teacher specific achievement or growth score computed locally	NYS ELA 8

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.	<p>Grades 4-6: Pre/post district percentile ranks, based upon the percent of students achieving proficiency defined as 3 or above on the listed assessments among the approximately 700 districts in New York State, will be used to calculate the HEDI scores. Maintaining the same percentile rank from one year to the next would indicate that our students, compared to the students in other districts near us in the percentile rankings had made a year's growth. Improvement over baseline of the percentile rank will be used to assign the HEDI scores. See the attached chart 1a and table 2 for the conversion from 20 to 15 local points if there is an approved value-added measure.</p> <p>Grade 7-8: The district using baseline data will establish individual achievement targets. HEDI points will be awarded based on the percentage of students meeting their individual achievement targets. (See table 1 in attachment 3.3)</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Grades 4-6: See chart 1a.</p> <p>Grades 7-8: 85-100% of the students meet or exceed target. See table 1.</p>
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Grades 4-6: See chart 1a.</p> <p>Grades 7-8: 65-84% of the students meet or exceed target. See table 1.</p>
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Grades 4-6: See chart 1a.</p> <p>Grades 7-8: 50-64% of the students meet or exceed target. See table 1.</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Grades 4-6: See chart 1a.</p> <p>Grades 7-8: 0-49% of the students meet or exceed target. See table 1.</p>

3.2) Grades 4-8 Math

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

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

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.	Grades 4-8: Pre/ post district percentile ranks, based upon the percent of students achieving proficiency defined as a 3 or above on the listed assessments among the approximately 700 districts in New York State, will be used to calculate the HEDI scores. Maintaining the same percentile rank from one year to the next would indicate that our students, compared to the students in other districts near us in the percentile rankings had made a year's growth. Improvement over baseline of the percentile rank will be used to assign the HEDI scores. See the attached chart 1a and table 2 for the conversion from 20 to 15 local points if there is an approved value-added measure.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4-8: See chart 1a.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4-8: See chart 1a.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4-8: See chart 1a.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4-8: See chart 1a.

3.3) HEDI Tables or Graphics

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

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/1484383-rhJdBgDruP/WP_APPR_tables.xlsx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the

measure described in 1) or 2), above

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS ELA 4 & 5
1	6(ii) School-wide measure computed locally	NYS ELA 4 & 5
2	6(ii) School-wide measure computed locally	NYS ELA 4 & 5
3	6(ii) School-wide measure computed locally	NYS ELA 4 & 5

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.	Pre/ post district percentile ranks, based upon the percent of students achieving proficiency defined as a 3 or above on the listed assessments among the approximately 700 districts in New York State, will be used to calculate the HEDI scores. Maintaining the same percentile rank from one year to the next would indicate that our students, compared to the students in other districts near us in the percentile rankings had made a year's growth. Improvement over baseline of the percentile rank will be used to assign the HEDI scores. If a combined HEDI score ends in a decimal, normal rounding rules apply. See the attached chart 1a.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart 1a.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart 1a.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart 1a.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart 1a.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Math 4 & 5
1	6(ii) School-wide measure computed locally	NYS Math 4 & 5
2	6(ii) School-wide measure computed locally	NYS Math 4 & 5
3	6(ii) School-wide measure computed locally	NYS Math 4 & 5

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.	Pre/ post district percentile ranks, based upon the percent of students achieving proficiency defined as a 3 or above on the listed assessments among the approximately 700 districts in New York State, will be used to calculate the HEDI scores. Maintaining the same percentile rank from one year to the next would indicate that our students, compared to the students in other districts near us in the percentile rankings had made a year's growth. Improvement over baseline of the percentile rank will be used to assign the HEDI scores. If a combined HEDI score ends in a decimal, normal rounding rules apply. See the attached chart 1a.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart 1a
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart 1a
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart 1a
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart 1a

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	8th Grade State Science Assessment and Earth Science Regents assessment
7	5) District, regional, or BOCES–developed assessments	WPCSD Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	8th Grade State Science Assessment and Earth Science Regents 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.	<p>Grade 6: Pre /post district percentile ranks, based upon the percent of students achieving proficiency among the approximately 700 districts in New York State, will be used to calculate the HEDI scores. Maintaining the same percentile rank from one year to the next would indicate that our students, compared to the students in other districts near us in the percentile rankings had made a year’s growth. Improvement over baseline of the percentile rank will be used to assign the HEDI scores. See the attached chart 1a and table 2 for the conversion from 20 to 15 local points if there is an approved value-added measure.</p> <p>Grade 7-8: The district using baseline data will establish individual achievement targets. HEDI points will be awarded based on the percentage of students meeting their individual achievement targets. (See table 1 in attachment 3.13)</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Grade 6: See chart 1a.</p> <p>Grades 7-8: 85-100% of the students meet or exceed target. See table 1.</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Grade 6: See chart 1a.</p> <p>Grades 7-8: 65-84% of the students meet or exceed target. See table 1.</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Grade 6: See chart 1a.</p> <p>Grades 7-8: 50-64% of the students meet or exceed target. See table 1.</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Grade 6: See chart 1a.</p> <p>Grades 7-8: 0-49% of the students meet or exceed target. See table 1.</p>

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS grade 6 ELA, NYS Grade 7 ELA and NYS Grade 8 ELA
7	5) District, regional, or BOCES–developed assessments	WPCSD Grade 7 social studies assessment

8	5) District, regional, or BOCES–developed assessments	WPCSD Grade 8 social studies assessment
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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.	Grade 6: Pre/ post district percentile ranks, based upon the percent of students achieving proficiency among the approximately 700 districts in New York State, will be used to calculate the HEDI scores. Maintaining the same percentile rank from one year to the next would indicate that our students, compared to the students in other districts near us in the percentile rankings had made a year's growth. Improvement over baseline of the percentile rank will be used to assign the HEDI scores. See the attached chart 1a and table 2 for the conversion from 20 to 15 local points if there is an approved value-added measure. Grade 7-8: The district using baseline data will establish individual achievement targets. HEDI points will be awarded based on the percentage of students meeting their individual achievement targets. (See table 1 in attachment 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 6: See chart 1a. Grades 7-8: 85-100% of the students meet or exceed target. See table 1.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 6: See chart 1a. Grades 7-8: 65-84% of the students meet or exceed target. See table 1.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 6: See chart 1a. Grades 7-8: 50-64% of the students meet or exceed target. See table 1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 6: See chart 1a. Grades 7-8: 0-49% of the students meet or exceed target. See table 1.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	WPCSD Global 1 assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global 2 Regents
American History	3) Teacher specific achievement or growth score computed locally	NYS American History Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district using baseline data will establish individual achievement targets. HEDI points will be awarded based on the percentage of students meeting their individual achievement targets. (See table 1 in attachment 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students meet or exceed target. See table 1.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of the students meet or exceed target. See table 1.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-64% of the students meet or exceed target. See table 1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of the students meet or exceed target. See table 1.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district using baseline data will establish individual achievement targets. HEDI points will be awarded based on the percentage of students meeting their individual achievement targets. (See table 1 in attachment 3.13)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students meet or exceed target. See table 1.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-64% of the students meet or exceed target. See table 1.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of the students meet or exceed target. See table 1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of the students meet or exceed target. See table 1.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	NYS Algebra 1 Regents
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2 Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district using baseline data will establish individual achievement targets. HEDI points will be awarded based on the percentage of students meeting their individual achievement targets. (See table 1 in attachment 3.13) The district will adhere to NYSED guidelines when administering the common core regents exams. When both common core regents exam and the 2005 standards exam are offered for the same course, the higher score will be used for APPR purposes.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students meet or exceed target. See table 1.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of the students meet or exceed target. See table 1.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-64% of the students meet or exceed target. See table 1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of the students meet or exceed target. See table 1.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	WPCSD grade 9 ELA assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	WPCSD grade 10 ELA assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS English Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district using baseline data will establish individual achievement targets. HEDI points will be awarded based on the percentage of students meeting their individual achievement targets. (See table 1 in attachment 3.13) The district will adhere to NYSED guidelines when administering the common core regents exams. When both common core regents exam and the 2005 standards exam are offered for the same course, the higher score will be used for APPR purposes.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students meet or exceed target. See table 1.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of the students meet or exceed target. See table 1.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-64% of the students meet or exceed target. See table 1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of the students meet or exceed target. See table 1.

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	High School Social Studies Non-core	5) District/regional/BOCES–developed	WPCSD social studies assessments

	High School Science Non-core	5) District/regional/BOCES-developed	WPCSD science assessments
	High School English Non-core	5) District/regional/BOCES-developed	WPCSD ELA assessments
	High School Math Non-core	5) District/regional/BOCES-developed	WPCSD math assessments
	Grade 8 Earth Science Regents	3) Teacher specific achievement/growth score computed locally	NYS Earth Science Regents
	Grade 8 Algebra Regents	3) Teacher specific achievement/growth score computed locally	NYS Algebra Regents
	All other courses grades K - 5	6(ii) School wide measure computed locally	NYS ELA grades 4-5
	All other courses grades 6 - 8	6(ii) School wide measure computed locally	NYS ELA grades 6-8
	All other courses grades 9-12	5) District/regional/BOCES-developed	WPCSD course specific district assessment
	Grades 6 art	5) District/regional/BOCES-developed	WPCSD art assessment
	Grades 7-12 music	5) District/regional/BOCES-developed	WPCSD music assessment
	Family and Consumer Science	5) District/regional/BOCES-developed	WPCSD family and consumer science assessment
	Technology	5) District/regional/BOCES-developed	WPCSD technology assessment
	Business	5) District/regional/BOCES-developed	WPCSD business assessment
	K-12 Physical Education	5) District/regional/BOCES-developed	WPCSD Course specific assessment
	Grade 7-8 art	6(ii) School wide measure computed locally	NYS ELA grades 6-8

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.	<p>School/group measures: For the K-8 levels, pre/ post district percentile ranks, based upon the percent of students achieving proficiency among the approximately 700 districts in New York State, will be used to calculate the HEDI scores for the specified subjects as described above. Improvement over baseline of the percentile rank will be used to assign the HEDI scores. See the attached chart 1a.</p> <p>WPCSD developed assessments and grade 8 regents: The district using baseline data will establish individual achievement targets. HEDI points will be awarded based on the percentage of students meeting their individual achievement targets. (See table 1 in attachment 3.13)</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	<p>School/Group measures k-8: See chart 1a.</p> <p>WPCSD developed assessments and grade 8 regents: 85-100% of the students meet or exceed target. See table 1.</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>School/Group measures k-8: See chart 1a.</p> <p>WPCSD developed assessments and grade 8 regents: 65-84% of the students meet or exceed target. See table 1.</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>School/Group measures k-8: See chart 1a.</p> <p>WPCSD developed assessments and grade 8 regents: 50-64% of the students meet or exceed target. See table 1.</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>School/Group measures k-8: See chart 1a.</p> <p>WPCSD developed assessments and grade 8 regents: 0-49% of the students meet or exceed target. See table 1.</p>

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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/1484383-y92vNseFa4/WP_APPR_tables.xlsx

3.14) Locally Developed Controls

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

The White Plains Public School District does not intend to use any locally developed 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

Scores will be combined using a weighted average based proportionately on the number of students covered in each measure.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created: 04/30/2013

Last updated: 06/22/2015

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

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4.1) Teacher Practice Rubric

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

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

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

Rubric	Danielson's Framework for Teaching
Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

Structured reviews of lesson plans, student portfolios and other teacher artifacts	0
--	---

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

(No response)

4.3) Survey Tools (if applicable)

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

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The APPR committee reviewed the Danielson rubric and determined how the components aligned with the New York State Teaching Standards. We have selected the Danielson 2007 Rubric as the teacher practice rubric for our district. This rubric aligns with the NYS Teaching Standards and has been accepted by the State Education Department.

Points will be assigned based upon the criteria contained in the Danielson 2007 rubric with the following weights: Domain 1 (16 points), Domain 2 (16 points), Domain 3 (18 points) and Domain 4 (10 points).

Scores will be assigned using a 4 point scale. The total average rubric score will be a weighted average of the assigned scores based upon the number of points in each Domain and will be converted to the HEDI score using the attached Table 4. Standard rounding rules apply. Such rounding will not result in an educator moving from one HEDI rating category to another.

Tenured teachers will receive a minimum of 2 full (30-40 minutes) classroom observations per year.

Probationary teachers in their first year will receive a minimum of 3 full (30-40 minutes) classroom observations.

Second year teachers will receive a minimum of 3 full (30-40 minutes) classrooms observations. In the event of a developing or ineffective observation, the administrator will complete an additional observation(s).

Third year probationary teachers will receive a minimum of 2 classroom observations in the first semester of their final probationary year.

If those observations are effective or highly effective, the 3 or 4th observations would be waived.

In no instance will the district tenure any teacher performing at the developing or ineffective level overall.

The evaluations will be assigned points using the Danielson 2007 Domains with the attached points chart assigned to each domain subcomponent. Any areas, such as Domain IV, that cannot be evidenced during the classroom observation will be produced during the post-conference meeting.

We believe that effective teaching practices should be embedded into daily classroom work. Classroom observations should be authentic measures of everyday instructional practices. As such, we do not support pre-observation conferences except in instances of first semester probationary teachers.

It is recommended that administrators observe teachers and conduct a post observation conference within 2 days of the observation.

A teacher may earn up to 60 points on each evaluation. As noted, probationary teachers receive additional observations beyond their tenured counterparts. Teachers will receive a minimum of 2 formal observations. The teachers' final HEDI score is based on an average of the scores received on each recorded observation. This process will be applied to tenured and probationary teachers.

Administrators will conduct walkthroughs as part of their administrative responsibilities. However, these walkthroughs are not intended to be evaluative and not a component of the HEDI ratings. The purpose of the walkthroughs is to share positive practices and questions with teacher colleagues.

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

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/1484384-eka9yMJ855/Danielson_convert.xlsx

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.	Performance meets the standard for highly effective as described in the practice rubric.
Effective: Overall performance and results meet NYS Teaching Standards.	Performance meets the standard for effective as described in the practice rubric.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Performance is consistent with the developing category as described in the practice rubric.

Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Performance is consistent with the ineffective category as described in the practice rubric. Provide the
--	--

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

Responses Selected:

In Person

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

Responses Selected:

Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

Responses Selected:

In Person

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

Responses Selected:

Not Applicable

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, February 27, 2015

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

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

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created: 04/30/2013

Last updated: 06/25/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Teacher Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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
Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

6.2) Attachment: Teacher Improvement Plan Forms

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

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5265/145703-Df0w3Xx5v6/TIP%20for%20APPR%20for%20new%20APPR%20June%202029.pdf

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:

The District and Union agree that any challenge to an observation will end with the final decision determined by the Superintendent. No challenge can be initiated by a probationary teacher. See Article VIII B. for additional information regarding probationary teachers. Only

those tenured teachers receiving an “Ineffective” rating can initiate a challenge to an observation. Multiple appeals cannot be filed for the same evaluation. The District will use the modified model provided by the New York State GUIDANCE ON NEW YORK STATE’S ANNUAL PROFESSIONAL PERFORMANCE REVIEW FOR TEACHERS AND PRINCIPALS TO IMPLEMENT EDUCATION LAW §3012-c AND THE COMMISSIONER’S REGULATIONS as indicated below.

APPEALS OF INEFFECTIVE RATINGS ONLY

Appeals of performance reviews should be limited to those that rate a teacher as “Ineffective” only (tenured only).

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:

- (1) the school district’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (2) the adherence to the Commissioner’s regulations, as applicable to such reviews;
- (3) compliance with any applicable locally negotiated procedures applicable to Observations

PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing no later than 15 calendar days of the date when the teacher receives his or her ineffective rating.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, any additional documents or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

TIMEFRAME FOR DISTRICT

Within 15 calendar days of receipt of an appeal, the district member(s) who issued the performance review or were or are responsible for the issuance

must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district’s response and are relevant to the resolution of the appeal. Any such

information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district provides its response.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the superintendent of schools or the superintendent's designee in a timely fashion. An appeal may not be decided by the same individual who was responsible for making the final rating decision. In the event that the teacher does not agree with the decision, the teacher may request an appeal to a panel comprised of 2 administrators and 2 teachers. The administrators will be selected by the Superintendent and the 2 teachers will be selected by the Union President. This appeal must be issued by the teacher within 15 calendar days of the Superintendent's decision. Within 20 calendar days, the panel must meet to review the documentation to render a decision. Failure of the panel to meet within this timeframe will not negate an ineffective rating. In the event that the panel does not convene, the Superintendent and Union President will provide a meeting date. If a question arises related to the ineffective rating documentation, the panel may request a meeting with the teacher and administrator of record. The final panel decision must be provided within 15 calendar days of the date of the panel meeting. In the event that the parties cannot provide a decision, the panel must provide a statement identifying the reasons for a non-decision and submit this information to the Superintendent and Union President within the same timeframe. Any appeal to the panel's decision (or non-decision) must be sent to the Superintendent and Union President within 15 calendar days. The Superintendent will review the panel's decision (or non-decision) and provide a final determination within 15 calendar days of the receipt of the panel decision. The Superintendent or designee's decision is final and is not subject to the grievance procedure as outlined in Article III.

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

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

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

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

The District has been training all administrators in the process of evidence based observations provided by organizations qualified to administer such training.

Once all of the required training is completed, all administrators will be certified or recertified annually. According to the *The Skillful Teacher* (Saphier and Gower, 1997), "We believe that a teacher's skill makes a difference in student performance"(pg v). This quote exemplifies the belief system we use as the foundation of our work.

The administrators attend one day of training with their colleagues as well as other administrators. The training day includes knowledge related to accounting for student learning, expert instruction, evidence based claims and reviewing evaluations applying claims to classroom observations, opportunities for inter-rater reliability, as well as and providing feedback to mediocre teachers on their performance in the classroom.

The classes include watching classroom instruction videos to calibrate practices between administrators. Much training is accomplished through the method of viewing instruction, both DVDs and live. Teams of administrators calibrate by going into classrooms and conducting observations as teams and debriefing what was viewed during the lesson. Additional work is done in administrative pairs to assess the degree of variability between administrators. The trainers work with each administrator to determine the District administrator's ability to conduct meaningful evidence based observations.

During the school year, all evaluations are reviewed by an Assistant Superintendent for clarity and alignment to the process. Additionally, ongoing support is provided to all administrators over the course of the school year so they can have opportunities to address any problems or concerns related to conducting classroom observations. Sharing their questions with colleagues allows the evaluators to have a broader perspective on the teaching and learning process.

When administrators have continued difficulty with evidenced based evaluation, they are provided opportunities to attend refresher sessions. These sessions are multiple days with an expert onsite trainer. Each year, new administrators are sent for training before they are official members of the administrative team.

In addition to the evidence based observation training, the district administrators participated and will continue to participate in the BOCES offered training programs. These trainings include information about the development of SLOs as well as the NYS Teaching Standards and their application to the evaluation process. Below are the areas in which our administrators have and will participate.

1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions; (Module I)
2. Evidence-based observation techniques grounded in research;
3. Application and use of the student growth percentile model and the value-added growth model;
4. Application and use of approved teacher or principal practice 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's or principal's practice; (Danielson) training
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. 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
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

6.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:

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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
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6.6) Assurances -- Teachers

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 04/30/2013

Last updated: 06/26/2015

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

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

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

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

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

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

	K-5
	6-8
	9-12
	(No response)

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

Please check the boxes below:

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	k-5	State assessment	3-5 ELA and Math NYS Assessments
	6-8	State assessment	6-8 ELA and Math NYS Assessments
	9-12	State assessment	ELA Regents and Algebra 1 Regents, and all other applicable Regents exams.

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	If the state provides growth scores for grades k-5,6-8, 9-12 principals, and such scores represent less than 30% of the students supervised by that principal, the district will set SLO's for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. When both common core regents exam and the 2005 standards exam are offered for the same course, the higher score will be used for APPR purposes The State-provided scores will then be weighted proportionately with the SLO results for the final HEDI score for the principals. Standard rounding rules apply. The district using baseline data will establish individual growth targets. HEDI points will be awarded based on the percentage of students meeting their individual growth targets. See table 1 in attachment 7.3.
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Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See table 1 attachment 7.3.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See table 1 attachment 7.3.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See table 1 attachment 7.3.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See table 1 attachment 7.3.

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

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<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/1484387-lha0DogRNw/91692658-WP_APPR_tables.xlsx">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/1484387-lha0DogRNw/91692658-WP_APPR_tables.xlsx</a>
```

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

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

8. Local Measures (Principals)

Created: 04/30/2013

Last updated: 06/22/2015

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

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	K-5	(d) measures used by district for teacher evaluation	Grade 3 NY State Math Assessment
	6-8	(d) measures used by district for teacher evaluation	NY State Grade 7 Math Assessment
	9-12	(d) measures used by district for teacher evaluation	NY State English Regents

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The district using baseline data will establish individual achievement targets. HEDI points will be awarded based on the percentage of students meeting their individual achievement targets. When both common core regents exam and the 2005 standards exam are offered for the same course, the higher score will be used for APPR purposes. When both versions are no longer administered only the common core will be used. (See attachment 8.1)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Highly Effective, 85-100% of the students in a building meet or exceed stated target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Effective, 65-84% of the students in a building meet stated target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Developing, 50-64% of the students in a building meet stated target.

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

For Ineffective, 0-49% of the students in a building meet stated target.

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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/1484388-qBFVOWF7fC/8.1.xlsx

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

The White Plains School District does not intend to employ locally developed 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.

Not applicable

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created: 04/30/2013

Last updated: 06/25/2015

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

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9.1) Principal Practice Rubric

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

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

Rubric	Vanderbilt Assessment of Leadership in Education (VAL-ED)
Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	50
---	----

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.	10
--	----

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

(No response)

9.3) Assurances -- Goals

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

Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
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):

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

9.5) Survey Tool(s) (if applicable)

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

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The White Plains Public Schools determined that the Val Ed rubric with the attached point distribution is the basis for the HEDI ratings for this subcomponent. The second assessment involves the principal and superintendent/designee setting a building wide goal to address students' academic success and alignment with the Val-Ed categories for the additional 10 points.

The setting of the goal will be worth 5 points and the achievement of the goal will be worth 5 points for a total of 10 points out of 10 for this section. The goal setting rubric is attached to this document. The 2 scores will be weighted based on the 50/10 distribution of scores. Standard rounding rules apply. 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.

The building visits will comprise the majority of the 50 points with each school visit worth 50 points. The school observations will be averaged for a total score of 50 out of 60 points. The 0-50 point score will be the addition of all points referenced in the 9.7 attachment. Standard rounding rules apply.

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

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12205/1484389-pMADJ4gk6R/revise%203%20val%20ed%20rubric%20appr_fpujjoq.docx

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

Highly Effective: Overall performance and results exceed standards.	For Highly Effective 59-60pts
Effective: Overall performance and results meet standards.	For Effective, 57-58 pts
Developing: Overall performance and results need improvement in order to meet standards.	For Developing, 50-56, pts
Ineffective: Overall performance and results do not meet standards.	For Ineffective 0-49 pts

Please provide the locally-negotiated 60 point scoring bands.

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

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	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created: 04/30/2013

Last updated: 04/08/2015

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

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Standards for Rating Categories	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (Teacher and Leader standards)
Highly Effective	Results are well above state average for similar students (or District goals if no state test).	Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Overall performance and results exceed ISLLC leadership standards.
Effective	Results meet state average for similar students (or District goals if no state test).	Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Overall performance and results meet ISLLC leadership standards.
Developing	Results are below state average for similar students (or District goals if no state test).	Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Overall performance and results need improvement in order to meet ISLLC leadership standards.
Ineffective	Results are well below state average for similar students (or District goals if no state test).	Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	Ranges determined locally--see below	91-100
Effective	9-17	9-17		75-90
Developing	3-8	3-8		65-74
Ineffective	0-2	0-2		0-64

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness Subcomponent (same as question 9.7), from 0 to 60 points

Highly Effective	59-60
Effective	57-58
Developing	50-56

Ineffective

0-49

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

Where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	22-25	14-15	Ranges determined locally--see above	91-100
Effective	10-21	8-13		75-90
Developing	3-9	3-7		65-74
Ineffective	0-2	0-2		0-64

11. Additional Requirements - Principals

Created: 04/30/2013

Last updated: 06/25/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Principal Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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
Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas	Checked

11.2) Attachment: Principal Improvement Plan Forms

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

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5276/146673-Df0w3Xx5v6/PIP.pdf>

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:

The District and Union agree that any challenge to a site visit/school observation/overall rating will end with the final decision determined by the Superintendent in a timely fashion. No challenge can be initiated by a probationary principal. Only those tenured principals receiving an "Ineffective" rating can initiate a challenge to a site visit/school observation or overall rating. Multiple appeals cannot be filed for the same

site visit/school observation/overall rating. The District will use the modified model provided by the New York State GUIDANCE ON NEW YORK STATE'S ANNUAL PROFESSIONAL PERFORMANCE REVIEW FOR PRINCIPALS AND PRINCIPALS TO IMPLEMENT EDUCATION LAW §3012-c AND THE COMMISSIONER'S REGULATIONS as indicated below.

APPEALS OF INEFFECTIVE RATINGS ONLY

Appeals of performance reviews should be limited to those that rate a Principal as "Ineffective" only (tenured only).

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:

(1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;

(2) the adherence to the Commissioner's regulations, as applicable to such reviews;

(3) compliance with any applicable locally negotiated procedures applicable to

Observations

PROHIBITION AGAINST MORE THAN ONE APPEAL

A Principal may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one

appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

In an appeal, the Principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing no later than 15 calendar days of the date when the principal receives his or her ineffective rating.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, any additional documents or

materials relevant to the appeal. The performance review being

challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

TIMEFRAME FOR DISTRICT

Within 15 calendar days of receipt of an appeal, the Superintendent or Assistant Superintendent who issued the performance review or were or are responsible for the issuance

must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such

information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The Principal initiating the appeal

shall receive a copy of the response filed by the school district, and any and all

additional information submitted with the response, at the same time the school district provides its response.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the Superintendent of schools or the Superintendent's

designee in a timely fashion. An appeal may not be decided by the same individual who was responsible.

for making the final rating decision. In the event that the principal does not agree with the decision, the Principal may request an appeal to a panel comprised of 1 administrator and a Cabinet member who did not conduct the ineffective rating. The administrator will be selected by the ASA Union President.

This appeal must be initiated by the Principal within 15 calendar days of the Superintendent's decision. Within 20 calendar days, the panel must meet to review the documentation to render a decision. Failure of the panel to meet within this timeframe will not negate an ineffective rating. In the event that the panel does not convene, the Superintendent or designee and Union President will provide a meeting date. If a question arises related to the ineffective rating documentation, the panel may request a meeting with the principal and evaluator. The final panel decision must be provided within 15 calendar days of the date of the panel meeting. In the event that the parties cannot provide a decision, the panel must provide a statement identifying the reasons for a non-decision and submit this information to the Superintendent (designee) and Union President within the same timeframe. Any appeal to the panel's decision (or non-decision) must be sent to the Superintendent (designee) and Union President within 15 calendar days. The Superintendent (designee) will review the panel's decision (or non-decision) and provide a final determination within 15 calendar days of the receipt of the panel decision. The Superintendent or designee's decision is final and is not subject to the grievance procedure.

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

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

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

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

The District has been training all administrators in the process of evidence based observations. This training is provided by organizations qualified to provide such training. Many trainers are former administrators who provide the Observing and Analyzing Teaching model.

Once all of the required training is completed, all administrators will be certified or recertified annually.

According to the *The Skillful Teacher* (Saphier and Gower, 1997), "We believe that a teacher's skill makes a difference in student performance"(pg v). This quote exemplifies the belief system we use as the foundation of our work.

The administrators attend a multiple day session with their colleagues as well as other administrators across the nation. The training days include knowledge related to accounting for student learning, expert instruction, evidence based claims and reviewing evaluations applying claims to classroom observations, opportunities for inter-rater reliability, as well as and providing feedback to mediocre principals on their performance.

The classes include watching classroom instruction videos to calibrate practices between administrators. Much training is accomplished through the method of viewing instruction, both DVDs and live . Teams of administrators calibrate by going into classrooms and conducting observations as teams and debriefing what was viewed during the lesson. Additional work is done in administrative pairs to assess the degree of variability between administrators. The trainers work with each administrator to determine the District administrator's ability to conduct meaningful evidence based observations.

During the school year, all evaluations are reviewed by an Assistant Superintendent for clarity and alignment to the process. Additionally, ongoing support is provided to all administrators over the course of the school year so they can have opportunities to address any problems or concerns related to conducting classroom observations. Sharing their questions with colleagues allows the evaluators to have a broader perspective on the teaching and learning process.

When administrators have continued difficulty with evidenced based evaluation, they are provided opportunities to attend refresher sessions. These sessions are multiple days with an expert onsite trainer.

Each year, new administrators are sent for training before they are official members of the administrative team.

In addition to the evidence based observation training, the district administrators participated and will continue to participate in the BOCES offered training programs of a minimum of 1 day. These trainings include information about the development of SLOs as well as the NYS Teaching Standards and their application to the evaluation process. Below are the areas in which our administrators have and will participate

1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions; (Module I)
2. Evidence-based observation techniques grounded in research;
3. Application and use of the student growth percentile model and the value-added growth model;
4. Application and use of approved teacher or principal practice 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's or principal's practice; (Danielson) training
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. 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
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

11.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:

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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
---	---------

11.6) Assurances -- Principals

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked

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: 04/30/2013

Last updated: 07/20/2015

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/1484392-3Uqgn5q9lu/Scanned%20from%20a%20Xerox%20multifunction%20device001_SNg624H.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.

Chart 1a: Can apply to any grade or subject																																																																											
HEDI Points										White Plains																																																																	
H	H	H	E	E	E	E	E	E	E	D	D	D	D	D	D	I	I	I	Look down the 1st column to find the percentile rank for the baseline year.																																																								
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	Look across the top row to find the percentile rank for the current year.																																																						
																												The intersection in the body of the table indicates the HEDI point score.																																															
																												C u r r e n t y e a r																																															
%ile	99	98	97	96	95	94	93	92	91	90	89	88	87	86	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66	65	64	63	62	61	60	59	58	57	56	55	54	53	52	51	50	49	48	47	46	45	44	43	42	41	40															
B	99	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
a	98	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
s	97	20	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
e	96	20	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
i	95	20	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
n	94	20	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
e	93	20	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
	92	20	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
	91	20	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
	90	20	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
	89	20	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
	88	20	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
	87	20	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
	86	20	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
	85	20	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
	84	20	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
	83	20	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
	82	20	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
	81	20	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
	80	20	20	19	19	18	18	17	17	17	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3														
	79	20	20	20	19	19	19	18	18	18	17	17	17	17	16	16	16	16	16	16	16	16	16	16	16	15	15	15	15	15	15	15	15	14	14	14	14	14	14	14	13	13	13	13	13	13	12	12	12	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3
	78	20	20	20	19	19	19	18	18	18	17	17	17	17	16	16	16	16	16	16	16	16	16	16	16	15	15	15	15	15	15	15	14	14	14	14	14	14	14	14	13	13	13	13	13	13	12	12	12	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3
	77	20	20	20	19	19	19	18	18	18	17	17	17	17	16	16	16	16	16	16	16	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	14	14	13	13	13	13	13	13	12	12	12	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3	
	76	20	20	20	19	19	19	18	18	18	17	17	17	17	16	16	16	16	16	16	16	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	14	14	13	13	13	13	13	13	12	12	12	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3	
	75	20	20	20	19	19	19	18	18	18	17	17	17	17	16	16	16	16	16	16	16	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	14	14	13	13	13	13	13	13	12	12	12	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3	
	74	20	20	20	19	19	19	18	18	18	17	17	17	17	16	16	16	16	16	16	16	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	14	14	13	13	13	13	13	13	12	12	12	11	11	11	10	10	10	9	9	9	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3	
	73	20	20	20	19	19	19	18	18	18	1																																																																

Table 1 Can apply to any grade or subject

% meeting target	Hedi Points	Hedi Points
100	20	15
99	20	15
98	20	15
97	20	15
96	20	15
95	20	15
94	19	15
93	19	15
92	19	14
91	19	14
90	19	14
89	18	14
88	18	14
87	18	14
86	18	14
85	18	14
84	17	13
83	17	13
82	17	13
81	16	13
80	16	12
79	16	12
78	15	12
77	15	12
76	14	11
75	14	11
74	13	11
73	13	10
72	12	10
71	12	10
70	11	9
69	11	9
68	10	9
67	10	8
66	9	8
65	9	8
64	8	7
63	8	7
62	8	7
61	7	6
60	7	6
59	7	6
58	6	5

57	6	5
56	6	5
55	5	4
54	5	4
53	4	4
52	4	3
51	3	3
50	3	3
49	2	2
48	2	2
47	2	2
46	2	2
45	2	2
44	2	2
43	2	2
42	2	2
41	2	2
40	2	2
39	1	1
38	1	1
37	1	1
36	1	1
35	1	1
34	1	1
33	1	1
32	1	1
31	1	1
30	1	1
29	0	0
28	0	0
27	0	0
26	0	0
25	0	0
24	0	0
23	0	0
22	0	0
21	0	0
20	0	0
19	0	0
18	0	0
17	0	0
16	0	0
15	0	0
14	0	0
13	0	0
12	0	0
11	0	0

Table 2 Can apply to any grade or subject

Hedi Points	Hedi Points
20	15
20	15
20	15
20	15
20	15
20	15
19	15
19	15
19	14
19	14
19	14
18	14
18	14
18	14
18	14
18	14
17	13
17	13
17	13
16	13
16	12
16	12
15	12
15	12
14	11
14	11
13	11
13	10
12	10
12	10
11	9
11	9
10	9
10	8
9	8
9	8
8	7
8	7
8	7
7	6
7	6
7	6
6	5
6	5

Table 3

Conversion table: 25 to 20 points

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

	25 points	20 points
Highly Effective	22-25	18-20
Effective	10 - 21	9-17
Developing	3-9	3-8
Ineffective	0-2	0-2

Table 1 Can apply to any grade or subject

% meeting target	Hedi Points	Hedi Points
100	20	15
99	20	15
98	20	15
97	20	15
96	20	15
95	20	15
94	19	15
93	19	15
92	19	14
91	19	14
90	19	14
89	18	14
88	18	14
87	18	14
86	18	14
85	18	14
84	17	13
83	17	13
82	17	13
81	16	13
80	16	12
79	16	12
78	15	12
77	15	12
76	14	11
75	14	11
74	13	11
73	13	10
72	12	10
71	12	10
70	11	9
69	11	9
68	10	9
67	10	8
66	9	8
65	9	8
64	8	7
63	8	7
62	8	7
61	7	6
60	7	6
59	7	6
58	6	5

57	6	5
56	6	5
55	5	4
54	5	4
53	4	4
52	4	3
51	3	3
50	3	3
49	2	2
48	2	2
47	2	2
46	2	2
45	2	2
44	2	2
43	2	2
42	2	2
41	2	2
40	2	2
39	1	1
38	1	1
37	1	1
36	1	1
35	1	1
34	1	1
33	1	1
32	1	1
31	1	1
30	1	1
29	0	0
28	0	0
27	0	0
26	0	0
25	0	0
24	0	0
23	0	0
22	0	0
21	0	0
20	0	0
19	0	0
18	0	0
17	0	0
16	0	0
15	0	0
14	0	0
13	0	0
12	0	0
11	0	0

Table 2 Can apply to any grade or subject

Hedi Points	Hedi Points
20	15
20	15
20	15
20	15
20	15
20	15
19	15
19	15
19	14
19	14
19	14
18	14
18	14
18	14
18	14
18	14
17	13
17	13
17	13
16	13
16	12
16	12
15	12
15	12
14	11
14	11
13	11
13	10
12	10
12	10
11	9
11	9
10	9
10	8
9	8
9	8
8	7
8	7
8	7
7	6
7	6
7	6
6	5
6	5

Table 3

Conversion table: 25 to 20 points

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

	25 points	20 points
Highly Effective	22-25	18-20
Effective	10 - 21	9-17
Developing	3-9	3-8
Ineffective	0-2	0-2

Danielson Conversion Table

**Total
Average**

Rubric Score	HEDI Score	HEDI Label
1	0	I
1.1	8	I
1.2	16	I
1.3	24	I
1.4	32	I
1.5	40	I
1.6	49	I
1.7	50	D
1.8	51	D
1.9	51	D
2	52	D
2.1	53	D
2.2	54	D
2.3	54	D
2.4	55	D
2.5	56	D
2.6	56	D
2.7	57	E
2.8	57	E
2.9	57	E
3	57	E
3.1	58	E
3.2	58	E
3.3	58	E
3.4	58	E
3.5	58	E
3.6	58	E
3.7	59	H
3.8	59	H
3.9	60	H
4	60	H

**White Plains Public School Central School District
Plan to Assist Tenured Teachers**
The document will be placed in the teacher's personnel file.

Teacher Improvement Plan (TIP):

Teaching Assignment: _____

Administrator(s): _____

Date of Collaborative Meeting: _____

Purpose of the Teacher Improvement Plan (TIP): To identify professional concerns that have become evident in the classroom and/or school, and to provide detailed expectations and support strategies.

Statement of Concern: Provide details about the concern(s) that required a TIP.

Statement of Expected Outcomes: Provide expected outcomes for change. Determine how the expectations can be assessed.

Statement of Corrective Strategies: Provide methods by which improvement can be achieved. This section should include the teacher's and administrator's work toward improving instruction.

Statement of Observation Plan: Provide expectations for future observations (formal and informal).

Statement of Support Provided: Provide details regarding assistance to teacher.

Statement of Timeline: Provide a detailed timeline with proposed benchmarks for improvement.

Domain I: Planning and Preparation

Use language from the reflective rubric to write in elements of the domain in the corresponding boxes.

Concern(s)	Expected Outcome(s)	Corrective Strategies	Observation Plan Elements	Support Provided	Timeline
•	•	•	•	•	•

Domain II: The Classroom Environment

Use language from the reflective rubric to write in elements of the domain in the corresponding boxes.

Concern(s)	Expected Outcome(s)	Corrective Strategies	Observation Plan Elements	Support Provided	Timeline
.

Domain III: Instruction

Use language from the reflective rubric to write in elements of the domain in the corresponding boxes.

Concern(s)	Expected Outcome(s)	Corrective Strategies	Observation Plan Elements	Support Provided	Timeline
.

Domain IV: Professional Responsibilities

Use language from the reflective rubric to write in elements of the domain in the corresponding boxes.

Concern(s)	Expected Outcome(s)	Corrective Strategies	Observation Plan Elements	Support Provided	Timeline
.

Examples of Improvement Strategies

Elements to be included in the sections can be taken from the examples listed below:

- Observations
- Participate in team visits of other schools
- Attend workshops/professional development (in house, or other)
- Review journals/ articles/ websites related to teaching and learning
- Maintain journal entries/ reflective rubric
- Dialogue with supervisor related to successful teaching practices
- Conduct teacher visits in other schools
- Interact with mentor/ other teachers
- Participate in training for areas in need of improvement
- Review successful teaching practices

Examples of Evidence of Improvement

- Monthly Reflective statement by teacher/ Reflective rubric
- Brief narrative of any informal observation
- Formal Observations (minimum) beyond the required amount
- Data monitoring: teacher responsibility for student progress
- Other

Signatures (to be signed after a collaborative conference with stakeholders):

Signature denotes an understanding of an agreement to elements of the TIP

Date:

Teacher: _____

Principal/Coordinator: _____

Assistant Superintendent: _____

WPTA Representative: _____

Other Comments: _____

Table 1 Can apply to any grade or subject

% meeting target	Hedi Points	Hedi Points
100	20	15
99	20	15
98	20	15
97	20	15
96	20	15
95	20	15
94	19	15
93	19	15
92	19	14
91	19	14
90	19	14
89	18	14
88	18	14
87	18	14
86	18	14
85	18	14
84	17	13
83	17	13
82	17	13
81	16	13
80	16	12
79	16	12
78	15	12
77	15	12
76	14	11
75	14	11
74	13	11
73	13	10
72	12	10
71	12	10
70	11	9
69	11	9
68	10	9
67	10	8
66	9	8
65	9	8
64	8	7
63	8	7
62	8	7
61	7	6
60	7	6
59	7	6
58	6	5

57	6	5
56	6	5
55	5	4
54	5	4
53	4	4
52	4	3
51	3	3
50	3	3
49	2	2
48	2	2
47	2	2
46	2	2
45	2	2
44	2	2
43	2	2
42	2	2
41	2	2
40	2	2
39	1	1
38	1	1
37	1	1
36	1	1
35	1	1
34	1	1
33	1	1
32	1	1
31	1	1
30	1	1
29	0	0
28	0	0
27	0	0
26	0	0
25	0	0
24	0	0
23	0	0
22	0	0
21	0	0
20	0	0
19	0	0
18	0	0
17	0	0
16	0	0
15	0	0
14	0	0
13	0	0
12	0	0
11	0	0

HEDI Scale for Rubric below

HE	85-100%
E	70-84%
D	50-69%
I	0-49%

High Standards for Student Learning (10 points)	
<u>Planning</u>	<u>Points</u>
•Plans for rigorous academic and social learning goals.	1
•Develops a plan for high standards of student performance that are measurable.	
<u>Implementing</u>	
•Creates buy in among faculty for actions required to promote high standards of learning.	1
•Coordinates tasks and resources to meet high standards for student learning.	
<u>Supporting</u>	
•Encourages students to successfully achieve rigorous goals for student learning.	3
•Supports faculty in helping students reach high standards of learning.	
<u>Advocating</u>	
•Advocates for students with special needs when making decisions about high standards for student learning.	1
•Challenges faculty to maintain high standards of learning for students with special needs.	
<u>Communicate</u>	
•Communicates with families and the community about goals for rigorous student learning.	1
•Listens to faculty about how to achieve high standards of student learning.	
<u>Monitoring</u>	
•Uses data to guide actions to improve student learning.	3
•Evaluates progress towards student learning standards.	

Rigorous Curriculum (10 points)

<u>Planning</u>	<u>Points</u>
•Develops a rigorous curriculum for all students.	1
•Plans challenging curricula for students at risk of failing.	
<u>Implementing</u>	
•Coordinates teacher collaboration to implement a rigorous curriculum.	1
•Implements a rigorous curriculum in programs for students with special needs.	
<u>Supporting</u>	
•Supports participation in professional development that deepens teachers' understandings of a rigorous curriculum.	3
•Provides opportunities for teachers to work together to deliver a rigorous curriculum.	
<u>Advocating</u>	
•Advocates that all programs for students with special needs deliver a rigorous curriculum.	1
•Advocates for families to learn about the curricular program.	
<u>Communicate</u>	
•Listens to faculty about how to strengthen the curriculum.	1
•Discusses state curriculum framework.	
<u>Monitoring</u>	
•Uses disaggregated student achievement data to monitor the rigor of all curriculum programs.	3
•Monitors the curriculum through frequent visits to classes.	

Quality Instruction (10 points)

<u>Planning</u>	<u>Points</u>
•Plans opportunities for teachers to improve their instruction through observing each other's instructional practices.	2
•Plans faculty hiring policies with a focus on effective instructional practices.	
<u>Implementing</u>	
•Implements procedures to protect instructional time.	1.5
•Creates conditions that promote faculty reflection about instructional practices.	
<u>Supporting</u>	
•Secures resources necessary to deliver high quality instruction.	1
•Provides professional development so all faculty have knowledge and skills for quality instruction.	
<u>Advocating</u>	
•Challenges faculty to develop the knowledge and skills necessary to provide quality instruction to ELL's.	1.5
•Advocates for extending learning opportunities beyond the school day and school year.	
<u>Communicate</u>	
•Listens to faculty's ideas about quality instruction.	1
•Discusses instructional practices during faculty meetings.	
<u>Monitoring</u>	
•Observes each teacher's instructional practices routinely to provide feedback.	3
•Uses data to monitor the quality of instruction.	

Culture of Learning and Professional Behavior (5 points)

<u>Planning</u>	<u>Points</u>
•Plans procedures for treating all faculty fairly and with respect.	1.5
•Plans for a positive environment in which student learning is the central focus.	
<u>Implementing</u>	
•Creates a culture of trust.	0.5
•Implements program and practices that encourage all students to be involved in school activities.	
<u>Supporting</u>	
•Encourages teachers to learn from their most effective colleagues.	0.5
•Provides recognition of faculty contributions to a positive school culture.	
<u>Advocating</u>	
•Recognizes the contributions of diverse students when developing student culture.	0.5
•Encourages a culture of respect and fairness for students.	
<u>Communicate</u>	
•Listens to students when they suggest ways to create a culture of learning.	0.5
•Communicates with teachers about the aspects of a positive school environment focused on student learning.	
<u>Monitoring</u>	
•Monitors the school culture.	1.5
•Monitors disciplinary data to make determinations about school culture.	

Connections to External Communities (5 points)

<u>Planning</u>	<u>Points</u>
•Plans with social service agencies for safety nets in support of student learning.	0.5
•Develops a plan for school/community relations that revolve around the academic mission.	
<u>Implementing</u>	
•Builds business partnerships to support social and academic learning.	1
•Creates opportunities for parents to work with teachers on their child's instruction.	
<u>Supporting</u>	
•Provides opportunities for teachers to develop skills to work with parents.	1
•Secures additional resources through partnering with external agencies to enhance teaching and learning.	
<u>Advocating</u>	
•Advocates for students in need of special services with the external community.	1
•Promotes relationships with leaders in the community to support students.	
<u>Communicate</u>	
•Communicates with the media to publicize important events and accomplishments.	1
•Discusses information on progress towards achieving school goals with families.	
<u>Monitoring</u>	
•Collects information about the needs and interest of parents.	0.5
•Evaluates the effectiveness of its partnerships with the community in advancing academic and social learning.	

Performance Accountability (10 points)

<u>Planning</u>	<u>Points</u>
•Articulates plans.	1
•Identifies specific responsibilities for faculty so that students achieve high standards.	
<u>Implementing</u>	
•Implements program and practice that hold the school accountable to families for the learning of their children.	2
•Builds behavioral and academic accountability measures with input from faculty.	
<u>Supporting</u>	
•Allocates time to evaluate faculty for student learning.	3
•Provides expertise to make decisions about holding student accountable for their learning.	
<u>Advocating</u>	
•Challenges faculty who do not hold all students accountable for achieving high levels of performance.	1.5
•Advocates that all students are accountable for achieving high levels of performance in academic and social learning.	
<u>Communicate</u>	
•Communicates to families how accountability results will be used for school improvement.	1
•Discusses achievement test results with instructional teams and grades/departments.	
<u>Monitoring</u>	
•Monitors the accuracy and appropriateness of data used for student accountability.	1.5
•Assesses the effectiveness of its procedures for gathering data on student performance.	

Goal Setting

The principal and superintendent collaboratively develop a goal during the first month of the school. The goal is assigned 5 points for development and 5 points for the degree to which it has been achieved. These points will be assigned holistically using the attached chart for reference. The Superintendent with the building principal will review relevant documents, records, and state accountability processes in determining points for attainment of goals.

The goal must identify:

1. Plan to Improve instructional practices/student achievement
2. Alignment to district initiatives
3. Measurable outcomes

Setting of Goals	0	1	2	3	4	5
Plan for improvement of instructional practices/student achievement	No planning evident	Limited planning evident	1 Planning component evident	2 Planning components evident	2-3 Planning components evident	3 or more Planning components evident
Alignment to district initiatives	No alignment to district initiatives	Limited alignment to district initiatives	1 planning component aligned to district initiatives	2 planning components aligned to district initiatives	2-3 planning components aligned to district initiatives	3 or more planning components aligned to district initiatives
Measurable outcomes	No outcomes present	Limited observable outcomes present	1 outcome present	2 outcomes present	2-3 outcomes present	3 or more outcomes present

Total score: /5

Achievement of Goals	0	1	2	3	4	5
Plan for improvement of instructional practices/student achievement	No achievement of planned goals	Limited achievement of planned goals	1 Planning component achieved	2 Planning components achieved	2-3 Planning components achieved	3 or more Planning components achieved
Alignment to district initiatives	No achievement of alignment to district initiatives	Limited alignment to district initiatives	1 component aligned to district initiatives achieved	2 planning components aligned to district initiatives achieved	2-3 planning components aligned to district initiatives achieved	3 or more planning components aligned to district initiatives achieved
Measurable outcomes	No outcomes achieved	Limited observable outcomes present	1 outcome achieved	2 outcomes achieved	2-3 outcomes achieved	3 or more outcomes achieved

Total Score: /5

The following chart applies to both the setting and achievement of goals.

HE	4 or 5 points
E	3 points
D	1 or 2 points
I	0 points

**White Plains Public School Central School District
Plans to Assist Tenured Principals**
The document will be placed in the principal's personnel file.

Principal Improvement Plan (PIP):

Principal Name: _____
 School Building: _____
 Date of Collaborative Meeting: _____

Purpose of the Principal Improvement Plan (PIP): To indicate professional concerns that have become evident and to provide detailed expectations and support strategies.

Statement of Concern: Provide details about the concern(s) that required a PIP.

Statement of Expected Outcomes: Provide expected outcomes for change. Determine how the expectations can be assessed.

Statement of Corrective Strategies: Provide methods by which improvement can be achieved.

Statement of Observation Plan: Provide expectations for future observations.

Statement of Support Provided: Provide details regarding assistance to principal

Statement of Timeline: Provide a detailed timeline with proposed benchmarks for improvement

High Standards for Student Learning

Concern(s)	Expected Outcome(s)	Corrective Strategies	Observation Plan	Support Provided	Timeline
.

Rigorous Curriculum

Concern(s)	Expected Outcome(s)	Corrective Strategies	Observation Plan	Support Provided	Timeline
.

Quality Instruction

Concern(s)	Expected Outcome(s)	Corrective Strategies	Observation Plan	Support Provided	Timeline
.

Culture of Learning and Professional Behavior

Concern(s)	Expected Outcome(s)	Corrective Strategies	Observation Plan	Support Provided	Timeline
.

Connections to External Communities

Concern(s)	Expected Outcome(s)	Corrective Strategies	Observation Plan	Support Provided	Timeline
.

Performance Accountability

Concern(s)	Expected Outcome(s)	Corrective Strategies	Observation Plan	Support Provided	Timeline
.

Examples of Improvement Strategies

- Elements to be included in the sections can be taken from the examples listed below:
- Outcomes and observations:
- Participate in team visits of other schools
- Attend workshops/professional development (in house, or other)
- Assess journals/ articles/ websites related to school leadership
- Maintain journal entries/ reflective rubric
- Dialogue with supervisor related to successful leadership practices
- Conduct building observations in other schools
- Interact with mentor/ other administrators
- Participate in training for areas in need of improvement
- Review successful building practices

Examples of Evidence of Improvement

- Monthly Reflective statement by principal and/or supervisor
- Brief narrative of any informal observation
- Two Formal Observations (minimum)
- Data monitoring – principal responsibility for student progress
- Reflective rubric
- Other

Signatures (to be signed after a collaborative conference with Superintendent /Designee and Principal):

Signature denotes an understanding of an agreement to elements of the PIP

Date

Principal _____

Superintendent/ Assistant Superintendent: _____

ASA Representative: _____

Other Comments: _____

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Pacanti 7/15/15

Teachers Union President Signature: Date: 7/15/2015

Caren Proderick

Administrative Union President Signature: Date: 7/8/15

David Cabrera *Jurison*

Board of Education President Signature: Date: 7/16/15

Rosemarie Eller

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

Robert F. ... 7/20/15