



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

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

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

August 7, 2014

Revised

James P. Dexter, Superintendent
Washington-Saratoga-Warren-Hamilton-Essex BOCES
1153 Burgoyne Avenue, Suite 2
Fort Edward, NY 12828

Dear Superintendent Dexter:

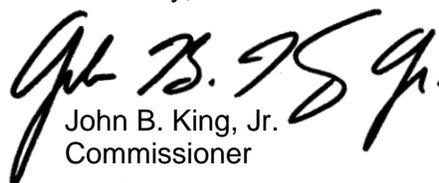
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

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, February 18, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

649000000000

1.2) School District Name:

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

Washington-Saratoga-Warren-Hamilton-Essex BOCES

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, February 18, 2014

Updated Friday, July 18, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb

	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.

Students may be given a pre-assessment or historical/baseline data will be collected. This data will be used by the teacher in collaboration with the principal to set individual growth targets for students . For all teachers of the same grade and subject, where the course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points earned for students making no progress, approaching target, meeting target or exceeding target. [No

Progress – Student growth did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some growth. Meeting Target – Students performance met the expected growth measure. Exceeding Target – Students performance are well above the expected growth measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the growth target. For all teachers of the same grade and subject, where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their growth targets. See uploaded document 2.11 HEDI tables.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For grades K-3 ELA, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For grades K-3 ELA, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For grades K-3 ELA, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For grades K-3 ELA, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.

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	District, regional, or BOCES-developed assessment	WSWHE BOCES Regionally developed Math grade K assessment
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	STAR Math Enterprise
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	STAR Math Enterprise

	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.

<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>Students may be given a pre-assessment or historical/baseline data will be collected. This data will be used by the teacher in collaboration with the principal to set individual growth targets for students. For all teachers of the same grade and subject, where the course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points earned for students making no progress, approaching target, meeting target or exceeding target. [No Progress – Student growth did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some growth. Meeting Target – Students performance met the expected growth measure. Exceeding Target – Students performance are well above the expected growth measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the growth target. For all teachers of the same grade and subject, where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their growth targets. See uploaded document 2.11 HEDI tables.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>For grades K-3 Math, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>For grades K-3 Math, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>For grades K-3 Math, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered developing.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>For grades K-3 Math, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.</p>

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	WSWHE BOCES locally developed grade 6 Science assessment

7	District, regional or BOCES-developed assessment	WSWHE BOCES locally developed grade 7 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.	Students may be given a pre-assessment or historical/baseline data will be collected. This data will be used by the teacher in collaboration with the principal to set individual growth targets for students. For all teachers of the same grade and subject, where the course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points earned for students making no progress, approaching target, meeting target or exceeding target. [No Progress – Student growth did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some growth. Meeting Target – Students performance met the expected growth measure. Exceeding Target – Students performance are well above the expected growth measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the growth target. For all teachers of the same grade and subject, where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their growth targets. See uploaded document 2.11 HEDI tables.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For grades 6-8 Science, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For grades 6-8 Science, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For grades 6-8 Science, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For grades 6-8 Science, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	WSWHE BOCES locally developed grade 6 Social Studies assessment
7	District, regional or BOCES-developed assessment	WSWHE BOCES locally developed grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	WSWHE BOCES locally developed grade 8 Social Studies assessment

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

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

Students may be given a pre-assessment or historical/baseline data will be collected. This data will be used by the teacher in collaboration with the principal to set individual growth targets for students. For all teachers of the same grade and subject, where the course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points earned for students making no progress, approaching target, meeting target or exceeding target. [No Progress – Student growth did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some growth. Meeting Target – Students performance met the expected growth measure. Exceeding Target – Students performance are well above the expected growth measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the growth target. For all teachers of the same grade and subject, where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their growth targets. See uploaded document 2.11 HEDI tables.

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

For grades 6-8 Social Studies, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.

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

For grades 6-8 Social Studies, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.

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

For grades 6-8 Social Studies, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered

developing.

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

For grades 6-8 Social Studies, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.

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	WSWHE BOCES locally developed Global 1 assessment

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

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

Students may be given a pre-assessment or historical/baseline data will be collected. This data will be used by the teacher in collaboration with the principal to set individual growth targets for students. For all teachers of the same grade and subject, where the course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points earned for students making no progress, approaching target, meeting target or exceeding target. [No Progress – Student growth did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some growth. Meeting Target – Students performance met the expected growth measure. Exceeding Target – Students performance are well above the expected growth measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the growth target. For all teachers of the same grade and subject, where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their growth targets. See uploaded document 2.11 HEDI tables.

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

For High School Social Studies Regents, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly

effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.

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

For High School Social Studies Regents, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.

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

For High School Social Studies Regents, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered developing.

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

For High School Social Studies Regents, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.

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	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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.

Students may be given a pre-assessment or historical/baseline data will be collected. This data will be used by the teacher in collaboration with the principal to set individual growth targets for students. For all teachers of the same grade and subject, where the course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points earned for students making no progress, approaching target, meeting target or exceeding target. [No Progress – Student growth did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some growth. Meeting Target – Students performance met the expected growth measure. Exceeding Target – Students performance are well above the expected growth measure.] The teacher in

collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the growth target. For all teachers of the same grade and subject, where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their growth targets. See uploaded document 2.11 HEDI tables.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Science Regents, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Science Regents, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Science Regents, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Science Regents, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.

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	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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	Students may be given a pre-assessment or historical/baseline data will be collected. This data will be used by the teacher in
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.

collaboration with the principal to set individual growth targets for students. The Integrated Algebra Regents will be the assessment for the 2013-14 school year and will be phased out after that. Following the 2013-14 school year and thereafter, the Common Core Algebra Regents will be the assessment. For all teachers of the same grade and subject, where the course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points earned for students making no progress, approaching target, meeting target or exceeding target. [No Progress – Student growth did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some growth. Meeting Target – Students performance met the expected growth measure. Exceeding Target – Students performance are well above the expected growth measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the growth target. For all teachers of the same grade and subject, where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their growth targets. See uploaded document 2.11 HEDI tables.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Math Regents, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Math Regents, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Math Regents, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Math Regents, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.

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	State approved 3rd party assessment	Scholastic Reading Inventory

Grade 10 ELA	State approved 3rd party assessment	Scholastic Reading Inventory
Grade 11 ELA	Regents assessment	NYS Comprehensive or Common Core 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, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

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

Students may be given a pre-assessment or historical/baseline data will be collected. This data will be used by the teacher in collaboration with the principal to set individual growth targets for students. The Comprehensive English Regents will be the assessment for the 2013-14 and 2014-15 school years. Following the 2014-15 school year and thereafter, the Common Core English Regents will be the assessment. For all teachers of the same grade and subject, where the course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points earned for students making no progress, approaching target, meeting target or exceeding target. [No Progress – Student growth did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some growth. Meeting Target – Students performance met the expected growth measure. Exceeding Target – Students performance are well above the expected growth measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the growth target. For all teachers of the same grade and subject, where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their growth targets. See uploaded document 2.11 HEDI tables.

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

For High School English Language Arts, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.

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

For High School English Language Arts, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.

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

For High School English Language Arts, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered developing.

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

For High School English Language Arts, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N

is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.

2.10) All Other Courses

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

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

Course(s) or Subject(s)	Option	Assessment
21st Century Skills (grades 6-8)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed 21st Century Skills assessment
Advanced Manufacturing	District, Regional or BOCES-developed	Zone 3 JMT - developed Advanced Manufacturing assessment
AIS ELA (grades 3-8)	State Assessment	NYS Grades 3-8 ELA assessments
AIS ELA (grades 11-12)	State Assessment	NYS Comprehensive or Common Core ELA Regents
AIS Global History and Geography	State Assessment	NYS Global History and Geography Regents
AIS Math (grades 3-8)	State Assessment	NYS Grades 3-8 Math assessments
AIS Math (grades 9-12)	State Assessment	NYS Integrated or Common Core Algebra Regents
AIS Science (grades 9-12)	State Assessment	NYS Living Environment Regents
AIS US History & Government	State Assessment	NYS US History & Government Regents
Algebra 1 Year 1	Grades 3 and up: State-approved 3rd party assessment	STAR Math Enterprise
Art (UG)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed UG Art assessments
Art (grades K-12)	District, Regional or BOCES-developed	WSWHE BOCES - Regionally developed K-12 Art assessment
Auto Body Repair	District, Regional or BOCES-developed	Zone 3 JMT - developed Auto Body assessment
Automotive Technology	District, Regional or BOCES-developed	Zone 3 JMT - developed Automotive Technology assessment
Career Connections – Auto	District, Regional or BOCES-developed	Zone 3 JMT - developed Automotive Technology Service Level assessment
Career Connections – Culinary Arts	District, Regional or BOCES-developed	Zone 3 JMT - developed Culinary Arts Service Level assessment
Construction Trades	District, Regional or BOCES-developed	Zone 3 JMT - developed Construction Trades assessment
Cosmetology	District, Regional or BOCES-developed	Zone 3 JMT - developed Cosmetology assessment

Criminal Justice Studies	District, Regional or BOCES-developed	Zone 3 JMT - developed Criminal Justice assessment
Culinary Arts	District, Regional or BOCES-developed	Zone 3 JMT - developed Culinary Arts assessment

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Students may be given a pre-assessment or historical/baseline data will be collected. This data will be used by the teacher in collaboration with the principal to set individual growth targets for students. For courses that result in the English Regents as the assessment, the NYS Comprehensive English Regents will be the assessment for the 2013-14 and 2014-15 school years. Following the 2014-15 school year and thereafter, the Common Core English Regents will be the assessment. For courses that result in the Algebra Regents as the assessment, the NYS Integrated Algebra Regents will be the assessment for the 2013-14 school year and thereafter, the Common Core Algebra Regents will be the assessment. For all teachers of the same grade and subject, where the course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points earned for students making no progress, approaching target, meeting target or exceeding target. [No Progress – Student growth did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some growth. Meeting Target – Students performance met the expected growth measure. Exceeding Target – Students performance are well above the expected growth measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the growth target. For all teachers of the same grade and subject, where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their growth targets. See uploaded document 2.11 HEDI tables.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For all other courses, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For all other courses, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For all other courses, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For all other courses, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the

teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.

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)

assets/survey-uploads/12186/1022780-avH4IQNZMh/2-10_1.xlsx

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/1022780-TXEttx9bQW/57114017-2 11 rev 71714_1_1.docx

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked

2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
2.14) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	(No response)
2.14) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	(No response)

3. Local Measures (Teachers)

Created Tuesday, February 18, 2014

Updated Friday, July 18, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	NYS Grade 4 ELA assessment
5	3) Teacher specific achievement or growth score computed locally	NYS Grade 5 ELA assessment
6	3) Teacher specific achievement or growth score computed locally	NYS Grade 6 ELA assessment
7	3) Teacher specific achievement or growth score computed locally	NYS Grade 7 ELA assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Grade 8 ELA assessment

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

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

<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 3.3, below.</p>	<p>Teachers will administer a summative assessment to all students who fall within the scope of the individual teacher's responsibility based upon the largest core subject taught by that teacher. BOCES will collaborate with SABEA to establish a BOCES-wide achievement target that is rigorous and comparable as defined by 3012c for each summative assessment. For all teachers of the same grade and subject, where course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points representing the number of students making no progress, approaching, meeting or exceeding the target. [No Progress –</p>
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Student achievement did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some achievement. Meeting Target – Students performance met the expected achievement measure. Exceeding Target – Students performance are well above the expected achievement measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the achievement target. For all teachers of the same grade and subject where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their achievement targets. Teachers who have multiple measures will aggregate the results to one summative score. See uploaded document 3.3 HEDI tables, 0-20 until value added is implemented, 0-15 for value added.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades 4-8 ELA, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades 4-8 ELA, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades 4-8 ELA, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades 4-8 ELA, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.

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	3) Teacher specific achievement or growth score computed locally	NYS Grade 4 Math assessment
5	3) Teacher specific achievement or growth score computed locally	NYS Grade 5 Math assessment
6	3) Teacher specific achievement or growth score computed locally	NYS Grade 6 Math assessment
7	3) Teacher specific achievement or growth score computed locally	NYS Grade 7 Math assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Grade 8 Math assessment

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

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

<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 3.3, below.</p>	<p>Teachers will administer a summative assessment to all students who fall within the scope of the individual teacher's responsibility based upon the largest core subject taught by that teacher. BOCES will collaborate with SABEA to establish a BOCES-wide achievement target that is rigorous and comparable as defined by 3012c for each summative assessment. For all teachers of the same grade and subject, where course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points representing the number of students making no progress, approaching, meeting or exceeding the target. [No Progress – Student achievement did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some achievement. Meeting Target – Students performance met the expected achievement measure. Exceeding Target – Students performance are well above the expected achievement measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the achievement target. For all teachers of the same grade and subject where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their achievement targets. Teachers who have multiple measures will aggregate the results to one summative score. See uploaded document 3.3 HEDI tables, 0-20 until value added is implemented, 0-15 for value added.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Grades 4-8 Math, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Grades 4-8 Math, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Grades 4-8 Math, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered developing.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Grades 4-8 Math, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.</p>

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.

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
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K	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
1	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
2	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
3	3) Teacher specific achievement or growth score computed locally	NYS Grade 3 ELA assessment

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

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

<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 3.13, below.</p>	<p>Teachers will administer a summative assessment to all students who fall within the scope of the individual teacher's responsibility based upon the largest core subject taught by that teacher. BOCES will collaborate with SABEA to establish a BOCES-wide achievement target that is rigorous and comparable as defined by 3012c for each summative assessment. For all teachers of the same grade and subject, where course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points representing the number of students making no progress, approaching, meeting or exceeding the target. [No Progress – Student achievement did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some achievement. Meeting Target – Students performance met the expected achievement measure. Exceeding Target – Students performance are well above the expected achievement measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the achievement target. For all teachers of the same grade and subject where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their achievement targets. Teachers who have multiple measures will aggregate the results to one summative score. See uploaded document 3.13 HEDI.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Grades K-3 ELA, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Grades K-3 ELA, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Grades K-3 ELA, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target</p>

set for a teacher to be considered developing.

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

For Grades K-3 ELA, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	WSWHE BOCES - regionally developed Math grade K assessment
1	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	STAR Math Enterprise
2	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	STAR Math Enterprise
3	3) Teacher specific achievement or growth score computed locally	NYS Grade 3 Math assessment

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.

Teachers will administer a summative assessment to all students who fall within the scope of the individual teacher's responsibility based upon the largest core subject taught by that teacher. BOCES will collaborate with SABEA to establish a BOCES-wide achievement target that is rigorous and comparable as defined by 3012c for each summative assessment. For all teachers of the same grade and subject, where course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points representing the number of students making no progress, approaching, meeting or exceeding the target. [No Progress – Student achievement did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some achievement. Meeting Target – Students performance met the expected achievement measure. Exceeding Target – Students performance are well above the expected achievement measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the achievement target. For all teachers of the same grade and subject where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the

percentage of students meeting or exceeding their achievement targets. Teachers who have multiple measures will aggregate the results to one summative score. See uploaded document 3.13 HEDI.

<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Grades K-3 Math, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Grades K-3 Math, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Grades K-3 Math, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered developing.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Grades K-3 Math, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.</p>

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES-developed assessments	WSWHE BOCES locally developed grade 6 Science assessment
7	5) District, regional, or BOCES-developed assessments	WSWHE BOCES locally developed grade 7 Science assessment
8	3) Teacher specific achievement or growth score computed locally	NYS grade 8 Science assessment

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

<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 3.13, below.</p>	<p>Teachers will administer a summative assessment to all students who fall within the scope of the individual teacher's responsibility based upon the largest core subject taught by that teacher. BOCES will collaborate with SABEA to establish a BOCES-wide achievement target that is rigorous and comparable as defined by 3012c for each summative assessment. For all teachers of the same grade and subject, where course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points representing the number of students making no progress,</p>
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approaching, meeting or exceeding the target. [No Progress – Student achievement did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some achievement. Meeting Target – Students performance met the expected achievement measure. Exceeding Target – Students performance are well above the expected achievement measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the achievement target. For all teachers of the same grade and subject where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their achievement targets. Teachers who have multiple measures will aggregate the results to one summative score. See uploaded document 3.13 HEDI.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades 6-8 Science, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades 6-8 Science, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades 6-8 Science, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades 6-8 Science, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	WSWHE BOCES - locally developed grade 6 Social Studies assessment
7	5) District, regional, or BOCES–developed assessments	WSWHE BOCES - locally developed grade 7 Social Studies assessment
8	5) District, regional, or BOCES–developed assessments	WSWHE BOCES - locally developed grade 8 Social Studies assessment

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

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

<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 3.13, below.</p>	<p>Teachers will administer a summative assessment to all students who fall within the scope of the individual teacher's responsibility based upon the largest core subject taught by that teacher. BOCES will collaborate with SABEA to establish a BOCES-wide achievement target that is rigorous and comparable as defined by 3012c for each summative assessment. For all teachers of the same grade and subject, where course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points representing the number of students making no progress, approaching, meeting or exceeding the target. [No Progress – Student achievement did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some achievement. Meeting Target – Students performance met the expected achievement measure. Exceeding Target – Students performance are well above the expected achievement measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the achievement target. For all teachers of the same grade and subject where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their achievement targets. Teachers who have multiple measures will aggregate the results to one summative score. See uploaded document 3.13 HEDI.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Grades 6-8 Social Studies, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Grades 6-8 Social Studies, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Grades 6-8 Social Studies, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered developing.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Grades 6-8 Social Studies, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.</p>

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	WSWHE BOCES - locally developed Global 1 assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global History and Geography Regents
American History	3) Teacher specific achievement or growth score computed locally	NYS US History and Government 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.

<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 3.13, below.</p>	<p>Teachers will administer a summative assessment to all students who fall within the scope of the individual teacher's responsibility based upon the largest core subject taught by that teacher. BOCES will collaborate with SABEA to establish a BOCES-wide achievement target that is rigorous and comparable as defined by 3012c for each summative assessment. For all teachers of the same grade and subject, where course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points representing the number of students making no progress, approaching, meeting or exceeding the target. [No Progress – Student achievement did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some achievement. Meeting Target – Students performance met the expected achievement measure. Exceeding Target – Students performance are well above the expected achievement measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the achievement target. For all teachers of the same grade and subject where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their achievement targets. Teachers who have multiple measures will aggregate the results to one summative score. See uploaded document 3.13 HEDI.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For High School Social Studies, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For High School Social Studies, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.</p>

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Social Studies, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Social Studies, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.

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	Not applicable	WSWHE BOCES does not offer this course
Chemistry	Not applicable	WSWHE BOCES does not offer this course
Physics	Not applicable	WSWHE BOCES does not offer this course

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.	Teachers will administer a summative assessment to all students who fall within the scope of the individual teacher's responsibility based upon the largest core subject taught by that teacher. BOCES will collaborate with SABEA to establish a BOCES-wide achievement target that is rigorous and comparable as defined by 3012c for each summative assessment. For all teachers of the same grade and subject, where course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points representing the number of students making no progress, approaching, meeting or exceeding the target. [No Progress – Student achievement did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some achievement. Meeting Target – Students performance met the expected achievement measure. Exceeding Target – Students performance are well
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above the expected achievement measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the achievement target. For all teachers of the same grade and subject where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their achievement targets. Teachers who have multiple measures will aggregate the results to one summative score. See uploaded document 3.13 HEDI.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Science, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Science, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered developing.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Science, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Science, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.

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 Integrated or Common Core Algebra Regents
Geometry	Not applicable	WSWHE BOCES does not offer this course
Algebra 2	Not applicable	WSWHE BOCES does not offer this course

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

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

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

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

Teachers will administer a summative assessment to all students who fall within the scope of the individual teacher's responsibility based upon the largest core subject taught by that teacher. BOCES will collaborate with SABEA to establish a BOCES-wide achievement target that is rigorous and comparable as defined by 3012c for each summative assessment. The Integrated Algebra Regents will be the assessment for the 2013-14 school year and will be phased out after that. Following the 2013-14 school year and thereafter, the Common Core Algebra Regents will be the assessment. For all teachers of the same grade and subject, where course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points representing the number of students making no progress, approaching, meeting or exceeding the target. [No Progress – Student achievement did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some achievement. Meeting Target – Students performance met the expected achievement measure. Exceeding Target – Students performance are well above the expected achievement measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the achievement target. For all teachers of the same grade and subject where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their achievement targets. Teachers who have multiple measures will aggregate the results to one summative score. See uploaded document 3.13 HEDI.

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

For High School Math, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.

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

For High School Math, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.

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

For High School Math, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered developing.

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

For High School Math, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.

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	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Grade 10 ELA	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive or Common Core ELA Regents

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

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

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

<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 3.13, below.</p>	<p>Teachers will administer a summative assessment to all students who fall within the scope of the individual teacher's responsibility based upon the largest core subject taught by that teacher. BOCES will collaborate with SABEA to establish a BOCES-wide achievement target that is rigorous and comparable as defined by 3012c for each summative assessment. The Comprehensive English Regents will be the assessment for the 2013-14 and 2014-15 school years. Following the 2014-15 school year and thereafter, the Common Core English Regents will be the assessment. For all teachers of the same grade and subject, where course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points representing the number of students making no progress, approaching, meeting or exceeding the target. [No Progress – Student achievement did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some achievement. Meeting Target – Students performance met the expected achievement measure. Exceeding Target – Students performance are well above the expected achievement measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the achievement target. For all teachers of the same grade and subject where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their achievement targets. Teachers who have multiple measures will aggregate the results to one summative score. See uploaded document 3.13 HEDI.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For High School English Language Arts, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For High School English Language Arts, the expectation where N is equal to or less than 15, the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15 the expectation is that 67-89% of the students</p>

will meet the target set for a teacher to be considered effective.

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

For High School English Language Arts, the expectation where N is equal to or less than 15, the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered developing.

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

For High School English Language Arts, the expectation where N is equal to or less than 15, the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.

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
21st Century Skills (grades 6-8)	5) District/regional/BOCES–developed	WSWHE BOCES - locally developed 21st Century Skills assessment
Advanced Manufacturing	5) District/regional/BOCES–developed	Zone 3 JMT - developed Career Readiness assessment
AIS ELA (grades 3-8)	3) Teacher specific achievement/growth score computed locally	NYS Grades 3-8 ELA assessments
AIS ELA (grades 11-12)	3) Teacher specific achievement/growth score computed locally	NYS Comprehensive or Common Core ELA Regents
AIS Global History and Geography	3) Teacher specific achievement/growth score computed locally	NYS Global History and Geography Regents
AIS Math (grades 3-8)	3) Teacher specific achievement/growth score computed locally	NYS Grades 3-8 Math assessments
AIS Math (grades 9-12)	3) Teacher specific achievement/growth score computed locally	NYS Integrated or Common Core Algebra Regents
AIS Science (grades 9-12)	3) Teacher specific achievement/growth score computed locally	NYS Living Environment Regents
AIS US History & Government	3) Teacher specific achievement/growth score computed locally	NYS US History & Government Regents

Algebra 1 Year 1	4) Grades 3 and up: State-approved 3rd party	STAR Math Enterprise
Art (UG)	5) District/regional/BOCES–developed	WSWHE BOCES - locally developed UG Art assessments
Art (grades K-12)	5) District/regional/BOCES–developed	WSWHE BOCES - regionally developed K-12 Art assessments
Auto Body Repair	5) District/regional/BOCES–developed	Zone 3 JMT - developed Career Readiness assessment
Automotive Technology	5) District/regional/BOCES–developed	Zone 3 JMT - developed Career Readiness assessment
Career Connections – Automotive Technology	5) District/regional/BOCES–developed	Zone 3 JMT - developed Career Readiness assessment
Career Connections – Culinary Arts	5) District/regional/BOCES–developed	Zone 3 JMT - developed Career Readiness assessment
Construction Trades	5) District/regional/BOCES–developed	Zone 3 JMT - developed Career Readiness assessment
Cosmetology	5) District/regional/BOCES–developed	Zone 3 JMT - developed Career Readiness assessment
Criminal Justice Studies	5) District/regional/BOCES–developed	Zone 3 JMT - developed Career Readiness assessment
Culinary Arts	5) District/regional/BOCES–developed	Zone 3 JMT - developed Career Readiness assessment

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.

Special Education teachers will administer a summative assessment to all students who fall within the scope of the individual teacher's responsibility based upon the largest core subject taught by that teacher. CTE teachers will administer the Zone 3 JMT Career Readiness assessment as the uniform assessment for all CTE programs. BOCES will collaborate with SABEA to establish a BOCES-wide achievement target that is rigorous and comparable as defined by 3012c for each summative assessment. For courses that result in the English Regents as the assessment, the NYS Comprehensive English Regents will be the assessment for the 2013-14 and 2014-15 school years. Following the 2014-15 school year and thereafter, the Common Core English Regents will be the assessment. For courses that result in the Algebra Regents for the assessment, the NYS Integrated Algebra Regents will be the assessment. For the 2013-14 school year and thereafter, the Common Core Algebra Regents will be the assessment. For all teachers of the same grade and subject, where course enrollment is equal to or less than 15, HEDI points would be allocated to a teacher based on the average number of points representing the number of students making no progress, approaching, meeting or exceeding the target. [No Progress – Student achievement did not reach the approaching target level. Approaching Target –

Students performance was below the target but considered to have made some achievement. Meeting Target – Students performance met the expected achievement measure. Exceeding Target – Students performance are well above the expected achievement measure.] The teacher in collaboration with the building principal, will define the assignment of points for "approaching but not meeting" or "exceeding" the achievement target. For all teachers of the same grade and subject where course enrollment is greater than 15, HEDI points would be allocated to a teacher based upon the percentage of students meeting or exceeding their achievement targets. Teachers who have multiple measures will aggregate the results to one summative score. See uploaded document 3.13 HEDI tables.

<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>For all additional courses, the expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the teacher to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For all additional courses, the expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the teacher to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a teacher to be considered effective.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For all additional courses, the expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the teacher to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a teacher to be considered developing.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For all additional courses, the expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the teacher to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a teacher to be considered ineffective.</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)

assets/survey-uploads/12149/1023703-Rp00l6pk1T/3-12_1.xlsx

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1023703-y92vNseFa4/57199336-3 13 rev 71714_1.docx

3.14) Locally Developed Controls

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

The BOCES will not make any adjustments, controls or other special consideration when setting targets for 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 Math; High School teacher with more than 1 SLO.

The overall percentage of students meeting the achievement target for each measure will be averaged together proportionately resulting in a single percentage data point that converts to a HEDI score using the uploaded HEDI conversion chart in tasks 3.3 and 3.13, rounding rules apply (for .5 and greater round up, for less than .5, round down).

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances	Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances	Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances	Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances	Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances	Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances	Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances	Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances	If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances	Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked
3.16) Assurances	Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	(No response)
3.16) Assurances	Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	(No response)

4. Other Measures of Effectiveness (Teachers)

Created Wednesday, February 19, 2014

Updated Tuesday, August 05, 2014

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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.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
Second Rubric, if applicable	Not Applicable

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]	40
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	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The approved Danielson Framework for Teaching (2011) will be used for assessing teacher effectiveness. Sixty (60) percent of the teacher's total composite score will be measured with the Danielson Rubric. Evidence of professional practice will be obtained by the Principal throughout the school year, through multiple measures, including announced observations, unannounced observations, walkthroughs and other informal observations. The teacher will prepare, collect and submit artifacts of teaching practice, the non-observables, as part of each of the above activities as they occur, and in culminating evidence binder at the end of the school year. All evidence will be tagged to the components of the Danielson Rubric as the measures take place, and general feedback given to the teacher in terms of areas of strength, areas of growth and areas not yet seen.

After all evidence is gathered, submitted and tagged to the Danielson Rubric, teachers will be assigned points by using an average rubric score of 1-4. Ratings of 1-4 will be determined for each subcomponent and averaged within each of the four domains. Each of the four (4) averaged domain scores will be weighted and added together to determine the overall rubric average score. The overall rubric average score is then converted to sixty (60) points using a conversion table. See attachment 4.5 for the rubric, formulas for weighting each average domain 1-4 rating for the overall rubric average score and HEDI conversion tables.

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

assets/survey-uploads/12179/1026177-eka9yMJ855/4.5_3.pdf

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.	Through observation and artifact review teacher has received an average rubric score of 3.71-4.0
Effective: Overall performance and results meet NYS Teaching Standards.	Through observation and artifact review teacher has received an average rubric score of 2.71-3.7
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Through observation and artifact review teacher has received an average rubric score of 1.51-2.70
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Through observation and artifact review teacher has received an average rubric score of 1.0-1.5

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	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

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

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

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

-
- Both
-

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

-
- Both
-

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	1
Informal/Short	1
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?

-
- Both
-

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

-
- Both
-

5. Composite Scoring (Teachers)

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Updated Monday, June 02, 2014

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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 Wednesday, February 19, 2014

Updated Tuesday, August 05, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/1026332-Df0w3Xx5v6/6-2 TIP_1.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPR APPEALS PROCESS

BOCES and SABEA are committed to providing a fair, objective and expeditious appeal process.

I. Grounds for Appeal:

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

- a. the substance of the annual professional performance review
- b. the BOCES adherence to the standards and methodology required for such reviews, pursuant to Education Law section 3012-c
- c. the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the BOCES issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c.

II. APPR Subject to Appeal Procedure:

Tenured teachers who receive an APPR rating of “ineffective” or “developing” may appeal their APPR or the issuance or implementation of the Teacher Improvement Plan. Only one written appeal may be filed for each APPR or Teacher Improvement Plan, in accordance with Education Law 3012-c and the BOCES APPR Plan.

Probationary Teachers may not file an appeal, but may attach a rebuttal to their APPR.

III. Notification of the Appeal

An APPR Appeal Process tracking form will be made available on the BOCES website under Staff Resources, to record the timely processing of documents from one step in the process to another. The form will be initiated by the tenured teacher filing the appeal, and will be included in the appeal packet.

The notification of the appeal must be filed by the tenured teacher, in writing, within ten (10) school days, based on the BOCES school calendar for instructional staff, after the teacher has received the composite APPR score. If the tenured teacher is challenging the issuance and/or implementation of a Teacher Improvement Plan, the appeal must be filed, in writing, within ten (10) school days of the issuance and/or implementation of the terms of such plan. Notification of the appeal must be provided to the District Superintendent and date stamped upon receipt. All grounds for appeal must be clearly stated in writing by the tenured teacher with specificity within one appeal to explain in detail on what basis the appeal is being filed and any relief being sought. The notice must also include any and all documents or written materials that are specific to the point(s) of disagreement and/or relevant to the appeal. Any grounds not raised or materials not submitted at the time the appeal is filed shall not be considered in the deliberations relating to the resolution of the appeal.

IV. Decisions on Appeal

Stage 1 Conference with the Evaluating Administrator

The tenured teacher filing the appeal shall have a conference with the evaluating administrator within five (5) school days from the date the appeal is received by the District Superintendent. The tenured teacher may request a SABEA representative and the evaluating administrator may invite another BOCES representative to attend such a conference. If either party is bringing a representative, he/she will notify the other at least twenty-four (24) hours prior to the conference. The evaluating administrator will report his/her findings in writing to the District Superintendent and the teacher within five (5) school days of the conference. The findings will be included as part of the appeals packet. The teacher will notify the District Superintendent within two (2) school days from receipt of the findings as to whether he/she agrees or disagrees with the evaluating administrator’s findings. Within two (2) school days after receiving the teacher’s response to the evaluating administrator’s findings, the District Superintendent will:

- a. if the teacher agrees, issue a final and binding notice to both the administrator and teacher that agreement has been reached and no further appeal may take place; or
- b. if the teacher disagrees, forward the full record of the appeal to the APPR Review Panel.

Stage 2 APPR Review Panel

The charge of the APPR Review Panel is to determine whether the teacher has met the burden of proof in regard to the grounds for appeal as noted in Section I.

A number of teachers and administrators will be called upon to participate in the APPR Review Panel process. Each member of the APPR Review Panel will be asked to make a one year commitment. BOCES may recommend a number of master teachers to the President of the Association, to be considered for membership to the Panel. Up to nine (9) teacher representatives will be named by the President of the Association, to be called three(3) at a time to serve. Such teachers will be trained in teacher evaluation, specifically the Danielson 2011 Rubric, at BOCES expense. In the event that the number of teachers available to serve on the Panel falls below six (6) for any reason, replacements will be made as soon as training is available. Administrative representatives will be named by the District Superintendent.

For each appeal to be considered, the APPR Review Panel will be comprised of five members:

- a. Two (2) certified administrators: one division director and one principal designated by the District Superintendent. The Director will have supervisory responsibilities over a different division from that of the teacher filing the appeal.
- b. Three (3) certified teachers designated by the President of the Association.
- c. Neither the evaluating administrator nor the tenured teacher who filed the notification of appeal shall participate as a member of the Panel considering such an appeal.

The APPR Review Panel will convene to consider all the materials in the appeals packet within five (5) school days. The Panel will render a decision on a single appeal within two (2) school days. If the panel with the same five members reviews multiple appeals on the same date, a decision will be rendered on each of the appeals within five (5) school days. The Panel will write a collective decision outlining each of the grounds submitted by the appealing teacher, and report its decision to the District Superintendent. If the decision of the panel is unanimous, the District Superintendent will report the decision to the appealing teacher and the evaluating administrator within two (2) school days. If the panel reaches unanimous agreement to sustain or deny the appeal, the appeal will end with the written decision of the Panel, and will not be subject to further consideration. Such unanimous decisions shall be final and binding, and not subject to any further appeal pursuant to the contractual grievance procedure, or to any administrative or judicial tribunal.

Stage 3 District Superintendent

If the Panel is unable to reach a unanimous decision, the Panel will forward the appeal with the full record of the proceedings to the District Superintendent within the timeframe noted in Stage 2 (within two (2) days after hearing a single appeal or five (5) days after hearing multiple appeals). Within five (5) school days of receipt of the Panel's non-unanimous decision, the District Superintendent shall have the final authority to resolve the appeal and report his/her final findings in writing to the appealing teacher and the evaluating administrator. The District Superintendent's decision shall be final and binding, and not subject to any further appeal pursuant to the contractual grievance procedure, or to any administrative or judicial tribunal.

All steps in the appeals process will be timely and expeditious.

V. Exclusivity of 3012-c Appeals Procedure

The 3012-c appeal procedure contained herein shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan.

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 BOCES will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process.

The BOCES will ensure that all evaluators are trained as lead evaluators. The District Superintendent of the WSWHE BOCES will certify lead evaluators upon receipt of proper documentation that the individual has fully complete training. The Director of Human Resources, will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with the WSWHE BOCES. Training will be conducted by WSWHE BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be recertified on an annual basis, to be determined by the BOCES.

This training will include the following requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals

- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

The BOCES will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The BOCES anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

Lead Evaluator

The Lead Evaluator is any individual who conducts evaluations of classroom teachers or building principals. These BOCES individuals will be trained and certified as a lead evaluator, after completing a minimum of three (3) days of training, according to SED’s model to ensure consistency and defensibility. All evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.

Re-certification and Updated Training

Lead Evaluators will be recertified on an annual basis through ongoing training provided by the WSWHE BOCES Network Team and/or other certified entities. Such training will consist of a minimum of a one (1) day refresher.

In addition, the District in conjunction with the WSWHE BOCES Network Team will work to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols. These protocols will include measures such as, but not limited to: ongoing professional development, differentiated support, data analysis; periodic comparisons of assessments; and annual calibration sessions across evaluators.

For the 2012-2013 school year and thereafter, all lead evaluators of classroom teachers and principals shall be appropriately trained and certified prior to completing a teacher’s evaluation. All evaluators will receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. Any individual who fails to achieve required training for certification or re-certification, as applicable, shall not conduct or complete final evaluations.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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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-8
K-9
K-12
5-12

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

Please check the boxes below:

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

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

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

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

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

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Career and Technical Education Program	District, regional, or BOCES-developed	Zone 3 JMT CTE course specific assessments
K-8	State assessment	NYS Grades 3-8 ELA and Math assessments
K-9	State assessment	NYS Grades 3-8 ELA and Math assessments and all Regents exams given in their program
K-12	State assessment	NYS Grades 3-8 ELA and Math assessments and all Regents exams given in their program
5-12	State assessment	NYS Grades 5-8 ELA and Math assessments and all Regents exams given in their program

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.

Principals will have SLO's based upon their assignment. As applicable, the principal's state provided growth measure will be weighted proportionately by the number of students and combined with SLOs until 30% or more of their students are represented. Using baseline data, teachers in collaboration with principals will set individual growth targets for students. These targets will be reviewed collaboratively with the Principal's designated immediate supervisor.

The actual regents used for purposes of SLOs fluctuate annually.

For schools/programs with students whose courses result in the English Regents as the assessment, the NYS Comprehensive English Regents will be the assessment for the 2013-14 and 2014-15 school years. Following the 2014-15 school year and thereafter, the Common Core English Regents will be the assessment. For schools/programs with students whose course result in the Algebra Regents for the assessment, the NYS Integrated Algebra Regents will be the assessment for the 2013-14 school year. Thereafter, the Common Core Algebra Regents will be the assessment.

Where course enrollment is equal to or less than 15, HEDI points will be allocated to a principal based on the average number of points earned for students making no progress, approaching target, meeting target or exceeding target. [No Progress – Student growth did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some growth. Meeting Target – Students performance met the expected growth measure. Exceeding Target – Students performance are well above the expected growth measure.] Principals will utilize the same assignment of progress points, as established during the process with teachers, for "approaching but not meeting" or "exceeding" the growth target. Such assignment of points will be reviewed collaboratively with the Principal's designated immediate supervisor. When course enrollment is greater than 15, HEDI points would be allocated to a principal based upon the percentage of students meeting or exceeding their growth targets. See uploaded HEDI conversion chart 7.3

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

The expectation where N is equal to or less than 15, the average number of points of 2.5-3.0 is earned by the principal to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a principal to be considered highly effective.

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

The expectation where N is equal to or less than 15, the average number of points of 1.5-2.49 is earned by the principal to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a principal to be considered effective.

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

The expectation where N is equal to or less than 15, the average number of points of .6-1.49 is earned by the principal to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a principal to be considered developing.

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

The expectation where N is equal to or less than 15, the average number of points of .59-0 is earned by the principal to be considered ineffective. If N is greater than 15, the expectation is

that 0-53% of the students will meet the target set for a principal to be considered ineffective.

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

assets/survey-uploads/12156/1026372-lha0DogRNw/57425739-7-3 HEDI Table rev 71714_1.docx

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.

The BOCES will not make any adjustments, controls or other special considerations when setting targets for Comparable Growth Measures.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade. (No response)

7.6) Assurances -- Comparable Growth Measures | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. (No response)

8. Local Measures (Principals)

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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-8	(d) measures used by district for teacher evaluation	WSWHE BOCES developed course and grade specific assessments under the Principal's program supervision.
K-9	(d) measures used by district for teacher evaluation	WSWHE BOCES developed course and grade specific assessments under the Principal's program supervision.
K-12	(d) measures used by district for teacher evaluation	WSWHE BOCES developed course and grade specific assessments, third party (as listed in tasks 2 and 3,) and all Regents exams under the Principal's program supervision.
5-12	(d) measures used by district for teacher evaluation	WSWHE BOCES developed course and grade specific assessments, third party (as listed in tasks 2 and 3,) and all Regents exams under the Principal's program supervision.

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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Achievement measures will follow guidance required by the APPR guidance document. Teachers in collaboration with Principals will set achievement targets. These targets will be reviewed collaboratively with the Principal's designated immediate supervisor.</p> <p>The actual regents used for purposes of measuring fluctuate annually. For schools/programs with students whose course result in English regents as the assessment, the NYS Comprehensive English Regents will be the assessment for the 13-14 and 14-15 school years. Following the 14-15 school year and thereafter, the Common Core English Regents will be the assessment. For students whose course results result in the</p>
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Algebra regents as the assessment the NYS Integrated Algebra Regents will be the assessment for the 13-14 school year, and thereafter, the Common Core Algebra Regents will be the assessment.

Where course enrollment is equal to or less than 15, HEDI points will be allocated to a principal based on the average number of points earned for students making no progress, approaching target, meeting target or exceeding target. [No Progress – Student achievement did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some achievement. Meeting Target – Students performance met the expected achievement measure. Exceeding Target – Students performance are well above the expected achievement measure.] Principals will utilize the same assignment of progress points as established during the process with teachers, for "approaching but not meeting" or "exceeding" the achievement target. Such assignment of points will be reviewed collaboratively with the Principal's designated immediate supervisor. When course enrollment is greater than 15, HEDI points would be allocated to a principal based upon the percentage of students meeting or exceeding their achievement targets. A corresponding 0-15 HEDI score will be determined for the principal using the uploaded HEDI chart in task 8.1 in the event that value added is implemented. The 0-20 HEDI score will be determined using the chart in 8.2 until value added is implemented.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the principal to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a principal to be considered highly effective.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the principal to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a principal to be considered effective.

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

The expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the principal to be considered developing. If N is greater than 15, the expectation is that 54-66% of the students will meet the target set for a principal to be considered developing.

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

The expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the principal to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a principal to be considered ineffective.

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word)

(No response)

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

assets/survey-uploads/12190/1026426-qBFVOWF7fC/57429424-8-1 HEDI Table_2 rev 71714_1.docx

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

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

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

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
Career and Technical Education program	(d) measures used by district for teacher evaluation	Zone 3 JMT Regionally developed Career Readiness assessment
K-8	(d) measures used by district for teacher evaluation	All applicable State, BOCES developed and/or third party assessments (as listed in Tasks 2 and 3) tied to Principal's largest academic core
K-9	(d) measures used by district for teacher evaluation	All applicable State, BOCES developed and/or third party assessments (as listed in Tasks 2 and 3) tied to Principal's largest academic core
K-12	(d) measures used by district for teacher evaluation	All applicable State, BOCES developed and/or third party assessments (as listed in Tasks 2 and 3) tied to Principal's largest academic core
5-12	(d) measures used by district for teacher evaluation	All applicable State, BOCES developed and/or third party assessments (as listed in Tasks 2 and 3) tied to Principal's largest academic core

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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Achievement measures will follow guidance required by the APPR guidance document. Teachers in collaboration with Principals will set achievement targets. These targets will be reviewed collaboratively with the Principal's designated immediate supervisor.</p> <p>For CTE principals, an achievement target is set for students in their final year of the program. Zone 3 JMT Career Readiness is the uniform assessment for all CTE programs. HEDI points will be assigned based on the percentage of students meeting or exceeding their achievement target.</p> <p>Where course enrollment for pre-CTE and service level is equal to or less than 15, HEDI points will be allocated to a principal based on the average number of points earned for students making no progress, approaching target, meeting target or exceeding target. [No Progress – Student achievement did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some achievement. Meeting Target – Students performance met the expected achievement measure. Exceeding Target – Students performance are well above the expected achievement measure.]</p> <p>Principals will utilize the same assignment of progress points as established during the process with teachers, for "approaching but not meeting" or "exceeding" the achievement target. Such assignment of points will be reviewed collaboratively with the Principal's designated immediate supervisor.</p> <p>When course enrollment is greater than 15, HEDI points would be allocated to a principal based upon the percentage of students</p>
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meeting or exceeding their achievement targets. A corresponding 0-20 HEDI score will be determined for the principal using the uploaded HEDI chart in task 8.2.

For special education, principals will have achievement measures based upon their largest academic core. Where course enrollment is equal to or less than 15, HEDI points will be allocated to a principal based on the average number of points earned for students making no progress, approaching target, meeting target or exceeding target. [No Progress – Student achievement did not reach the approaching target level. Approaching Target – Students performance was below the target but considered to have made some achievement. Meeting Target – Students performance met the expected achievement measure. Exceeding Target – Students performance are well above the expected achievement measure.]

Principals will utilize the same assignment of progress points as established during the process with teachers, for "approaching but not meeting" or "exceeding" the achievement target. Such assignment of points will be reviewed collaboratively with the Principal's designated immediate supervisor.

When course enrollment is greater than 15, HEDI points would be allocated to a principal based upon the percentage of students meeting or exceeding their achievements targets. A corresponding 0-20 HEDI score will be determined for the principal using the uploaded HEDI chart in task 8.2.

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

For CTE principals, the expectation is that 90-100% of the students meeting the achievement target set for a principal to be considered highly effective.

For special education, principals will have achievement measures based upon their largest academic core. The expectation where N is equal to or less than 15 the average number of points of 2.5-3.0 is earned by the principal to be considered highly effective. If N is greater than 15, the expectation is that 90-100% of the students will meet the target set for a principal to be considered highly effective.

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

For CTE principals, the expectation is that 67-89% of the students meeting the achievement target set for a principal to be considered effective.

For special education, principals will have achievement measures based upon their largest academic core. The expectation where N is equal to or less than 15 the average number of points of 1.5-2.49 is earned by the principal to be considered effective. If N is greater than 15, the expectation is that 67-89% of the students will meet the target set for a principal to be considered effective.

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

For CTE principals, the expectation is that 54-66% of the students meeting the achievement target set for a principal to be considered developing.

For special education, principals will have achievement measures based upon their largest academic core. The expectation where N is equal to or less than 15 the average number of points of .6-1.49 is earned by the principal to be considered developing. If N is greater than 15, the expectation is

that 54-66% of the students will meet the target set for a principal to be considered developing.

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

For CTE principals, the expectation is that 0-53% of the students meeting the achievement target set for a principal to be considered ineffective.

For special education, principals will have achievement measures based upon their largest academic core. The expectation where N is equal to or less than 15 the average number of points of .59-0 is earned by the principal to be considered ineffective. If N is greater than 15, the expectation is that 0-53% of the students will meet the target set for a principal to be considered ineffective.

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

(No response)

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

[assets/survey-uploads/12190/1026426-T8MIGWUVm1/57429457-8-2 HEDI Table rev 71714_1.docx](#)

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.

There will be no 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.

The overall percentage of students meeting the achievement target or the average number of points earned for each measure will be averaged together proportionately based upon the number of students in the measure resulting in a single percentage or average number of points earned data point that converts to a HEDI score using the uploaded HEDI conversion charts in tasks 8.1 and 8.2, rounding rules apply.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check

8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
8.5) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	(No response)
8.5) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	(No response)

9. Other Measures of Effectiveness (Principals)

Created Wednesday, February 19, 2014

Updated Monday, July 14, 2014

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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.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The approved Multidimensional Principal Performance Rubric (MPPR) will be used to collect evidence of a Principal’s leadership and management actions. Such evidence is aligned with the Educational Leadership Policy Standards (2008), as adopted by the National Policy Board for Educational Administration (ISLLC). Sixty (60) percent of the Principal’s total composite score will be measured with the MPPR. Evidence of educational leadership will be obtained throughout the school year, through multiple measures, including evaluation planning, observations: four (4) announced visits and one (1) unannounced visit, artifact review, and goal setting. All evidence will be tagged to the elements of each of the six (6) domains and domain O, “Other Goal Setting and Attainment” of the MPPR as the site visits and artifact reviews take place, and general feedback given to the Principal in terms of areas of strength, areas of growth and areas not yet seen.

After all evidence is gathered, submitted and tagged to the MPPR, Principals will be assigned points by using an average rubric score of 1-4. Ratings of 1-4 will be determined for each element and averaged within each of the six (6) domains, and domain O, “Other Goal Setting and Attainment.” Each of the seven (7) averaged domain scores will be weighted and added together to determine the overall rubric average score. The overall rubric average score is then converted to sixty (60) points using a conversion table. See attachment 9.7 for the rubric, formulas for weighting each average domain 1-4 rating for the overall rubric average score and HEDI conversion tables.

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

assets/survey-uploads/12205/1027346-pMADJ4gk6R/9-7 HEDI Table_1.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.	Through multiple school visits and artifact review, principal has received an average rubric score of 3.71-4.00
Effective: Overall performance and results meet standards.	Through multiple school visits and artifact review, principal has received an average rubric score of 2.71-3.70

Developing: Overall performance and results need improvement in order to meet standards.	Through multiple school visits and artifact review, principal has received an average rubric score of 1.51-2.70
Ineffective: Overall performance and results do not meet standards.	Through multiple school visits and artifact review, principal has received an average rubric score of 1.00-1.50

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	5
By trained administrator	0
By trained independent evaluator	0
Enter Total	5

Tenured Principals

By supervisor	5
By trained administrator	0
By trained independent evaluator	0
Enter Total	5

10. Composite Scoring (Principals)

Created Wednesday, February 19, 2014

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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 Wednesday, February 19, 2014

Updated Monday, June 30, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/1027433-Df0w3Xx5v6/11-2 PIP.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPR APPEALS PROCESS FOR PRINCIPALS

I. APPR Subject to Appeal Procedure:

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

- a. the substance of the annual professional performance review
- b. the BOCES adherence to the standards and methodology required for such reviews, pursuant to Education Law section 3012-c
- c. the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the BOCES issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law section 3012-c.

Principals who receive an APPR rating of “ineffective” or “developing” may appeal their APPR or the issuance or implementation of the Principal Improvement Plan. Only one written appeal may be filed for each APPR or Principal Improvement Plan, in accordance with Education Law 3012-c and the BOCES APPR Plan.

II. Request for Documents and Notification of the Appeal

Within two (2) work days of receipt of the APPR, a principal may request, in writing, that the District Superintendent issue any and all documents and written materials upon which the APPR was based. The District Superintendent will provide such documents within three (3) work days of the request. The notification of the appeal must be filed by the principal, in writing to the District Superintendent, within ten (10) work days of receipt of the requested supporting documents. If the Principal is challenging the issuance and/or implementation of a Principal Improvement Plan, the appeal must be filed, in writing, within ten (10) work days of the issuance and/or implementation of the terms of such plan. All grounds for appeal must be clearly stated in writing by the Principal, with specificity within one appeal, to explain in detail on what basis the appeal is being filed and any relief being sought. The Principal must include any and all documents or written materials that are specific to the point(s) of disagreement and/or relevant to the appeal. Any grounds not raised or materials not submitted at the time the appeal is filed shall not be considered in the deliberations relating to the resolution of the appeal. The District Superintendent will forward the appeal to the Principal APPR Review Panel within one (1) work day.

III. Decisions on Appeal

The Principal has the burden of proof in regard to the grounds for appeal under Section 3012-c.

Stage 1 Principal APPR Review Panel

The charge to the three member Principal APPR Review Panel is to determine whether the Principal has met the burden of proof. The appealing Principal will be given the option to appear in person in front of the Panel.

Membership on each Panel considering an appeal will consist of a Director designated by the District Superintendent, a Principal designated by the President of the Administrators’ Association, and a third trained administrative evaluator designated by the District Superintendent from a list jointly established in advance and reviewed annually by the President of the Administrators’ Association and the District Superintendent. The evaluating direct supervisor and the appealing Principal will not participate as members of the panel considering such an appeal involving either party.

The Panel for each appeal will convene after school hours within ten (10) work days after receipt of the appeal from the District Superintendent. Within two (2) work days of the hearing, a decision to sustain or deny the appeal will be rendered in writing by collective report of the panel, and a recommendation will be forwarded to the District Superintendent, with the full record of the proceedings.

Stage 2 The District Superintendent has the final authority to resolve the appeal. He/she will report, in writing, findings to sustain or deny the appeal to the appealing Principal and the evaluating direct supervisor, within five (5) work days of receipt of the recommendation from the Panel. Such decision shall be final and binding, and not subject to any further appeal pursuant to the contractual grievance procedure, or to any administrative or judicial tribunal.

All steps in the appeals process will be timely and expeditious.

IV. Exclusivity of 3012-c Appeals Procedure

The 3012-c appeal procedure contained herein shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a Principal performance review and/or improvement plan. A Principal may not resort to any other process, including adjudication before an administrative body or individual (including but not limited to the Commissioner of Education), or court action for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

Consistent with 3012-c and implementing regulations, nothing in this appeals process shall be construed to alter or diminish, or in any way restrict the authority of the governing body of the Washington-Saratoga-Warren-Hamilton-Essex BOCES to grant or deny tenure to or terminate probationary principals during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the principal’s performance that is the subject of the appeal.

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 BOCES will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process.

The BOCES will ensure that all evaluators are trained as lead evaluators. The District Superintendent of the WSWHE BOCES will certify lead evaluators upon receipt of proper documentation that the individual has fully complete training. The Director of Human Resources, will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with the WSWHE BOCES. Training will be conducted by WSWHE BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be recertified on an annual basis, to be determined by the BOCES.

This training will include the following requirements for Lead Evaluators/Evaluators:

- Leadership standards and their related functions
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

The BOCES will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The BOCES anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

Lead Evaluator

The Lead Evaluator is any individual who conducts evaluations of classroom teachers or building principals. These BOCES individuals will be trained and certified as a lead evaluator, after completing a minimum of three (3) days of training, according to SED's model to ensure consistency and defensibility. All evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.

Recertification and Updated Training

Lead Evaluators will be recertified on an annual basis through ongoing training provided by the WSWHE BOCES Network Team and/or other certified entities. Such training will consist of a minimum of a one (1) day refresher.

In addition, the District in conjunction with the WSWHE BOCES Network Team will work to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols. These protocols will include measures such as, but not limited to: ongoing professional development, differentiated support, data analysis; periodic comparisons of assessments; and annual calibration sessions across evaluators.

For the 2012-2013 school year and thereafter, all lead evaluators of principals shall be appropriately trained and certified prior to completing a principal's evaluation. All evaluators will receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. Any individual who fails to achieve required training for certification or re-certification, as applicable, shall not conduct or complete final evaluations.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked
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11.7) Assurances -- Data

Please check all of the boxes below:

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

Created Wednesday, February 19, 2014

Updated Wednesday, August 06, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/1027468-3Uqgn5g9Iu/Assurances for APPR.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.

2.10) All Other Courses (cont'd)

Course(s) or Subject(s)	Option	Assessment
Early Childhood Education	District, Regional or BOCES-developed	Zone 3 JMT - developed Early Childhood Education assessment
Earth Science (non-Regents)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Earth Science (non-Regents) assessment
Economics	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Economics assessment
ELA (grade 12)	State-approved 3rd party assessment	Scholastic Reading Inventory
ELA 12 Year 1 - CTE	District, Regional or BOCES-developed	Zone 3 JMT - developed English Language Arts Level 1 assessment
ELA 12 Year 2 - CTE	District, Regional or BOCES-developed	Zone 3 JMT - developed English Language Arts Level 2 assessment
ELA Foundations (grades K-2)	State-approved 3rd party assessment	AIMSweb
ELA Foundations (grades 3-8)	State Assessment	NYS Grades 3-8 ELA assessments
ELA Foundations (grades 9, 10 and 12)	State-approved 3rd party assessment	Scholastic Reading Inventory
ELA Foundations (grade 11)	State Assessment	NYS Comprehensive or Common Core ELA Regents
ELA Foundations UG (K-2)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed ELA Foundations UG K-2 assessment
ELA Foundations (UG 13/14)	State Assessment	NYSAA
ELA Foundations (UG 14) Untested	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed ELA Foundations UG 14 assessment
English as a Second Language (ESL) (grades K-12)	State Assessment	NYSESLAT
Environmental Conservation & Forestry	District, Regional or BOCES-developed	Zone 3 JMT - developed Conservation assessment
Environmental Science	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed grades 9-12 Environmental Science assessment
Family and Consumer Science	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Family and Consumer Science assessment
Foreign Language - Spanish	District, Regional or BOCES-developed	Foreign Language Association Developed Checkpoint A Spanish assessment
Geometry (non-Regents)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Geometry (non-Regents) assessment
Graphics & Visual Communications	District, Regional or BOCES-developed	Zone 3 JMT - developed Graphics & Visual Communications assessment
Health (grades 6-8)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed grades 6-8 Health assessment
Health (grades 9-12)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed grades 9-12 Health assessment
Health Occupations - CNA	District, Regional or BOCES-developed	Zone 3 JMT - developed Health Occupations CNA assessment
Heating, Ventilation, Air Conditioning & Refrigeration	District, Regional or BOCES-developed	Zone 3 JMT - developed Heating, Ventilation, Air Conditioning & Refrigeration assessment
Heavy Equipment & Operations	District, Regional or BOCES-developed	Zone 3 JMT - developed Heavy Equipment assessment
Horse Care	District, Regional or BOCES-developed	Zone 3 JMT - developed Animal Science assessment
Horticulture & Landscaping	District, Regional or BOCES-developed	Zone 3 JMT - developed Horticulture assessment
Information Technology	District, Regional or BOCES-developed	Zone 3 JMT - developed Information Technology assessment
Library (grades 6-8)	District, Regional or BOCES-developed	WSWHE BOCES - Regionally developed grades 6-8 Library assessment
Living Environment Year 1	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed grades 9-12 Living Environment Year 1 assessment
Machine Tool Technology	District, Regional or BOCES-developed	Zone 3 JMT - developed Machine Tool Technology assessment
Math 12 Year 1 - CTE	District, Regional or BOCES-developed	Zone 3 JMT - developed Mathematics Level 1 assessment
Math 12 Year 2 - CTE	District, Regional or BOCES-developed	Zone 3 JMT - developed Mathematics Level 2 assessment
Math Foundations (grade K)	District, Regional or BOCES-developed	WSWHE BOCES - Regionally developed grade K Math assessment
Math Foundations (grades 1-2)	State-approved 3rd party assessment	STAR Math Enterprise
Math Foundations (grades 3-8)	State Assessment	NYS Grades 3-8 Math assessments
Math Foundations (grades 9, 11 and 12)	State-approved 3rd party assessment	STAR Math Enterprise
Math Foundations (grade 10)	State Assessment	NYS Integrated or Common Core Algebra Regents
Math Foundations (UG K-2)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Math Foundations UG K-2 assessments
Math Foundations (UG 13/14)	State Assessment	NYSAA
Math Foundations (UG 14) Untested	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Math Foundations UG 14 assessment
Music (grades K-12)	District, Regional or BOCES-developed	WSWHE BOCES - Regionally developed K-12 Music assessment
Music (UG)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed UG Music assessments
New Visions Engineering	District, Regional or BOCES-developed	Zone 3 JMT - developed STEM assessment
New Visions Health Careers Exploration	District, Regional or BOCES-developed	Zone 3 JMT - developed New Visions Health assessment
Participation in Government	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Participation in Government assessment

Physical Education (grades K-12)	District, Regional or BOCES-developed	WSWHE BOCES - Regionally developed K-12 Physical Education assessment
Physical Education (UG)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed UG Physical Education assessments
Power Sports Technology	District, Regional or BOCES-developed	Zone 3 JMT - developed Small Engine Assessment
Practical Nursing	District, Regional or BOCES-developed	Zone 3 JMT - developed Health Occupations assessment
Reading (grades K-2)	State-approved 3rd party assessment	AIMSweb
Reading (grades 3-8)	State Assessment	NYS Grades 3-8 ELA assessments
Reading (grades 9-12)	State-approved 3rd party assessment	Scholastic Reading Inventory
Reading Foundations (grades 9-12)	State-approved 3rd party assessment	Scholastic Reading Inventory
Reading Foundations (UG) 13/14	State Assessment	NYSAA
Reading Foundations (UG 14) Untested	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Reading Foundations UG 14 assessment
Science Foundations (grades 9, 11 and 12)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed grades 9, 11 and 12 Science Foundations assessment
Science Foundations (grade 10)	State Assessment	NYS Living Environment Regents
Science Foundations (UG 14)	State Assessment	NYSAA
Science Foundations (UG 14) Untested	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Science Foundations UG 14 assessment
Service Level (Hospitality & Human Services)	District, Regional or BOCES-developed	Zone 3 JMT - developed Culinary Arts Service Level assessment
Service Level (Trade & Technical)	District, Regional or BOCES-developed	Zone 3 JMT - developed Auto Technology Service Level assessment
Social Studies Foundations (grades 9, 11 and 12)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed grades 9, 11 and 12 Social Studies Foundations assessment
Social Studies Foundations (grade 10)	State Assessment	NYS Global History and Geography Regents
Social Studies Foundations (UG 14)	State Assessment	NYSAA
Social Studies Foundations (UG 14) Untested	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Social Studies Foundations UG 14 assessment
Welding	District, Regional or BOCES-developed	Zone 3 JMT - developed Welding assessment
Work Readiness	District, Regional or BOCES-developed	Zone 3 JMT - developed Introduction to Employment assessment
Writing (grades K-12)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed grades K-12 portfolio assessment in Writing
Writing Foundations (grades K-12)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed grades K-12 Writing Foundations portfolio assessment in Writing

2.11 Moving From Target to HEDI Ratings

- table to be used for all grade levels/content areas that need a Student Learning Objective within the growth portion of evaluation

HEDI Ratings to be Used For Each Target		
Rating (State Defined)	% of Students Meeting Target (District Defined) N > 15	Average Points Earned N ≤ 15*
Highly Effective (18-20 points)	90%+	3.00 – 2.50
Effective (9-17 points)	67-89%	2.49 – 1.50
Developing (3-8 points)	54-66%	1.49 - .60
Ineffective(0-2 points)	0-53%	.59 - 0

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
N > 15	100-98	97-94	93-90	89-87	86-83	82-80	79-77	76-75	74-73	72-71	70-69	68-67	66-65	64-63	62-61	60-59	58-57	56-54	53-52	51-50	49-0
N ≤ 15	3.00 - 2.90	2.89 - 2.70	2.69 - 2.50	2.49 - 2.31	2.30 - 2.21	2.20 - 2.11	2.10 - 2.01	2.00 - 1.91	1.90 - 1.81	1.80 - 1.71	1.70 - 1.61	1.60 - 1.50	1.49 - 1.20	1.19 - 1.00	.99- .90	.89- .80	.79- .70	.69- .60	.59- .40	.39- .20	.19- 0

*For use where N≤15, the chart below represents the points earned by individual students.

Progress Level	Points Assigned
No Progress	0
Approaching Target	1
Meeting Target	2
Exceeding Target	3

3.3 Moving From Target to HEDI Ratings

-table to be used for all teachers for Local portion of their evaluation in the event that value added is or is not approved

HEDI Ratings to be Used For Each Target				
Rating (State Defined)	Non-Value Added (Points)	Value Added (Points)	% of Students Meeting Target (District Defined) N > 15	Average Points Earned N ≤ 15*
Highly Effective	18-20	14-15	90%+	3.00 – 2.50
Effective	9-17	8-13	67-89%	2.49 – 1.50
Developing	3-8	3-7	54-66%	1.49 - .60
Ineffective	0-2	0-2	0-53%	.59 - 0

*For use where N≤15, the chart below represents the points earned by individual students.

Progress Level	Points Assigned
No Progress	0
Approaching Target	1
Meeting Target	2
Exceeding Target	3

NON-VALUE ADDED

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
N > 15	100-98	97-94	93-90	89-87	86-83	82-80	79-77	76-75	74-73	72-71	70-69	68-67	66-65	64-63	62-61	60-59	58-57	56-54	53-52	51-50	49-0
N ≤ 15	3.00 - 2.90	2.89 - 2.70	2.69 - 2.50	2.49 - 2.31	2.30 - 2.21	2.20 - 2.11	2.10 - 2.01	2.00 - 1.91	1.90 - 1.81	1.80 - 1.71	1.70 - 1.61	1.60 - 1.50	1.49 - 1.20	1.19 - 1.00	.99 - .90	.89 - .80	.79 - .70	.69 - .60	.59 - .40	.39 - .20	.19 - 0

VALUE ADDED

HEDI Scoring	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
N > 15	100-95	94-90	89-86	85-82	81-79	78-75	74-71	70-67	66-65	64-63	62-60	59-57	56-54	53-52	51-50	49-0
N ≤ 15	3.00 - 2.75	2.74 - 2.50	2.49 - 2.33	2.32 - 2.16	2.15 - 1.99	1.98 - 1.82	1.81 - 1.66	1.65 - 1.50	1.49 - 1.24	1.23 - 1.08	1.07 - .92	.91 - .76	.75 - .60	.59 - .40	.39 - .20	.19 - 0

3.12) All Other Courses (cont'd)

Course(s) or Subject(s)	Option	Assessment
Early Childhood Education	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Earth Science (non-Regents)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Earth Science (non-Regents) assessment
Economics	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Economics assessment
ELA (grade 12)	State-approved 3rd party assessment	Scholastic Reading Inventory
ELA 12 Year 1 - CTE	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
ELA 12 Year 2 - CTE	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
ELA Foundations (grades K-2)	State-approved 3rd party assessment	AIMSweb
ELA Foundations (grades 3-8)	Teacher specific achievement/growth score locally computer	NYS Grades 3-8 ELA assessments
ELA Foundations (grades 9, 10 and 12)	State-approved 3rd party assessment	Scholastic Reading Inventory
ELA Foundations (grade 11)	Teacher specific achievement/growth score locally computer	NYS Comprehensive or Common Core ELA Regents
ELA Foundations UG (K-2)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed ELA Foundations UG K-2 assessments
ELA Foundations (UG 13/14)	Teacher specific achievement/growth score locally computer	NYSAA
ELA Foundations (UG 14) Untested	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed ELA Foundations UG 14 assessment
English as a Second Language (ESL) (grades K-12)	Teacher specific achievement/growth score locally computer	NYSESLAT
Environmental Conservation & Forestry	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Environmental Science	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed grades 9-12 Environmental Science assessment
Family and Consumer Science	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Family and Consumer Science assessment
Foreign Language - Spanish	District, Regional or BOCES-developed	Foreign Language Association Developed Checkpoint A Spanish assessment
Geometry (non-Regents)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Geometry (non-Regents) assessment
Graphics & Visual Communications	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Health (grades 6-8)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed grades 6-8 Health assessment
Health (grades 9-12)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed grades 9-12 Health assessment
Health Occupations - CNA	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Heating, Ventilation, Air Conditioning & Refrigeration	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Heavy Equipment & Operations	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Horse Care	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Horticulture & Landscaping	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Information Technology	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Library (grades 6-8)	District, Regional or BOCES-developed	WSWHE BOCES - Regionally developed grades 6-8 Library assessment
Living Environment Year 1	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed grades 9-12 Living Environment Year 1 assessment
Machine Tool Technology	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Math 12 Year 1 - CTE	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Math 12 Year 2 - CTE	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Math Foundations (grade K)	District, Regional or BOCES-developed	WSWHE BOCES - Regionally developed grade K Math assessment
Math Foundations (grades 1-2)	State-approved 3rd party assessment	STAR Math Enterprise
Math Foundations (grades 3-8)	Teacher specific achievement/growth score locally computer	NYS Grades 3-8 Math assessments
Math Foundations (grades 9, 11 and 12)	State-approved 3rd party assessment	STAR Math Enterprise
Math Foundations (grade 10)	Teacher specific achievement/growth score locally computer	NYS Integrated or Common Core Algebra Regents
Math Foundations (UG K-2)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Math Foundations UG K-2 assessments
Math Foundations (UG 13/14)	Teacher specific achievement/growth score locally computer	NYSAA
Math Foundations (UG 14) Untested	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Math Foundations UG 14 assessment
Music (grades K-12)	District, Regional or BOCES-developed	WSWHE BOCES - Regionally developed K-12 Music assessment
Music (UG)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed UG Music assessments
New Visions Engineering	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
New Visions Health Careers Exploration	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Participation in Government	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Participation in Government assessment

Physical Education (grades K-12)	District, Regional or BOCES-developed	WSWHE BOCES - Regionally developed K-12 Physical Education assessment
Physical Education (UG)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed UG Physical Education assessments
Power Sports Technology	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Practical Nursing	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Reading (grades K-2)	State-approved 3rd party assessment	AIMSweb
Reading (grades 3-8)	Teacher specific achievement/growth score locally computer	NYS Grades 3-8 ELA assessments
Reading (grades 9-12)	State-approved 3rd party assessment	Scholastic Reading Inventory
Reading Foundations (grades 9-12)	State-approved 3rd party assessment	Scholastic Reading Inventory
Reading Foundations (UG) 13/14	Teacher specific achievement/growth score locally computer	NYSAA
Reading Foundations (UG 14) Untested	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Reading Foundations UG 14 assessment
Science Foundations (grades 9, 11 and 12)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed grades 9, 11 and 12 Science Foundations assessment
Science Foundations (grade 10)	Teacher specific achievement/growth score locally computer	NYS Living Environment Regents
Science Foundations (UG 14)	Teacher specific achievement/growth score locally computer	NYSAA
Science Foundations (UG 14) Untested	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed 9-12 Science Foundations assessment
Service Level (Hospitality& Human Services)	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Service Level (Trade & Technical)	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Social Studies Foundations (grades 9, 11 and 12)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed grades 9, 11 and 12 Social Studies Foundations assessment
Social Studies Foundations (grade 10)	Teacher specific achievement/growth score locally computer	NYS Global History and Geography Regents
Social Studies Foundations (UG 14)	Teacher specific achievement/growth score locally computer	NYSAA
Social Studies Foundations (UG 14) Untested	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed Social Studies Foundations UG 14 assessment
Welding	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Work Readiness	District, Regional or BOCES-developed	Zone 3 JMT - developed Career Readiness assessment
Writing (grades K-12)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed grades K-12 portfolio assessment in Writing
Writing Foundations (grades K-12)	District, Regional or BOCES-developed	WSWHE BOCES - Locally developed grades K-12 Writing Foundations portfolio assessment in Writing

3.13 Moving From Target to HEDI Ratings

-table to be used for all teachers for Local portion of their evaluation in the event that value added is or is not approved

HEDI Ratings to be Used For Each Target				
Rating (State Defined)	Non-Value Added (Points)	Value Added (Points)	% of Students Meeting Target (District Defined) N > 15	Average Points Earned N ≤ 15*
Highly Effective	18-20	14-15	90%+	3.00 – 2.50
Effective	9-17	8-13	67-89%	2.49 – 1.50
Developing	3-8	3-7	54-66%	1.49 - .60
Ineffective	0-2	0-2	0-53%	.59 - 0

*For use where N≤15, the chart below represents the points earned by individual students.

Progress Level	Points Assigned
No Progress	0
Approaching Target	1
Meeting Target	2
Exceeding Target	3

NON-VALUE ADDED

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
N > 15	100-98	97-94	93-90	89-87	86-83	82-80	79-77	76-75	74-73	72-71	70-69	68-67	66-65	64-63	62-61	60-59	58-57	56-54	53-52	51-50	49-0
N ≤ 15	3.00 - 2.90	2.89 - 2.70	2.69 - 2.50	2.49 - 2.31	2.30 - 2.21	2.20 - 2.11	2.10 - 2.01	2.00 - 1.91	1.90 - 1.81	1.80 - 1.71	1.70 - 1.61	1.60 - 1.50	1.49 - 1.20	1.19 - 1.00	.99 - .90	.89 - .80	.79 - .70	.69 - .60	.59 - .40	.39 - .20	.19 - 0

VALUE ADDED

HEDI Scoring	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
N > 15	100-95	94-90	89-86	85-82	81-79	78-75	74-71	70-67	66-65	64-63	62-60	59-57	56-54	53-52	51-50	49-0
N ≤ 15	3.00 - 2.75	2.74 - 2.50	2.49 - 2.33	2.32 - 2.16	2.15 - 1.99	1.98 - 1.82	1.81 - 1.66	1.65 - 1.50	1.49 - 1.24	1.23 - 1.08	1.07 - .92	.91 - .76	.75 - .60	.59 - .40	.39 - .20	.19 - 0

Danielson Score Calculator	
Teacher:	
Domain	Score
1A	
1B	
1C	
1D	
1E	
1F	
Domain 1 Total	
Domain 1 Average score	
2A	
2B	
2C	
2D	
2E	
Domain 2 Total	
Domain 2 Average score	
3A	
3B	
3C	
3D	
3E	
Domain 3 Total	
Domain 3 Average score	
4A	
4B	
4C	
4D	
4E	
4F	
Domain 4 Total	
Domain 4 Average score	

Danielson Domain 1 (16.5%)	AVE Domain 1 Score x .165 =	
Danielson Domain 2 (33.5%)	AVE Domain 2 Score x .335 =	
Danielson Domain 3 (33.5%)	AVE Domain 3 Score x .335 =	
Danielson Domain 4 (16.5%)	AVE Domain 4 Score x .165 =	
Total (Overall Rubric Average Score) (100%)	Total Other Measures Score =	

Teacher Effectiveness Conversion Scale

Danielson Performance Level	State Rating Category	Overall Rubric Average Score	60 Point Allocations
Distinguished	Highly Effective	3.71 - 4.00	59-60
Proficient	Effective	2.71 – 3.70	57-58
Basic	Developing	1.51 – 2.70	50-56
Unsatisfactory	Ineffective	1 – 1.5	0-49

Avg Rubric Score*	Points	Avg Rubric Score*	Points
3.86-4.0	60	1.31	30
3.71-3.85	59	1.3	29
3.21-3.70	58	1.29	28
2.71-3.20	57	1.28	27
2.54-2.70	56	1.27	26
2.37-2.53	55	1.26	25
2.20-2.36	54	1.25	24
2.03-2.19	53	1.24	23
1.86-2.02	52	1.23	22
1.69-1.85	51	1.22	21
1.51-1.68	50	1.21	20
1.5	49	1.2	19
1.49	48	1.19	18
1.48	47	1.18	17
1.47	46	1.17	16
1.46	45	1.16	15
1.45	44	1.15	14
1.44	43	1.14	13
1.43	42	1.13	12
1.42	41	1.12	11
1.41	40	1.11	10
1.4	39	1.1	9
1.39	38	1.09	8
1.38	37	1.08	7
1.37	36	1.07	6
1.36	35	1.06	5
1.35	34	1.05	4
1.34	33	1.04	3
1.33	32	1.03	2
1.32	31	1.02	1
		1.0-1.01	0

	Ineffective.
	Developing.
	Effective.
	Highly Effective.

_____ /60 Point Allocation for Overall Composite Score

Educator signature: _____ Date: _____

Evaluator signature: _____ Date: _____

APPENDIX L: TEACHER IMPROVEMENT PLAN (TIP)

Teacher: _____

School Year: _____

Assignment: _____

Date Plan Developed: _____

Class: _____

Scores: Growth ___/___ Achievement ___/___ Other ___/___ Composite ___/___ Rating _____

AREAS IN NEED OF IMPROVEMENT	
___ Domain 1	NYS Teaching Standard
___ Domain 2	___ I ___ II ___ III
___ Domain 3	___ IV ___ V ___ VI
___ Domain 4	___ VII

This form is a tool for communicating expectations and recommendations for improvement for all teachers receiving an overall composite score of developing or ineffective on their Annual Professional Performance Review. The plan will be developed by the principal and reviewed in consultation with the teacher.

AREAS OF IMPROVEMENT NEEDED	EXPECTED OUTCOMES	INDICATORS OF IMPROVEMENT	DIFFERENTIATED ACTIVITIES, SUPPORT AND RESOURCES TO BE PROVIDED	EXPECTED DATE FOR ACHIEVING IMPROVEMENT
<i>EXAMPLE:</i> Domain 1 1c: Setting Instructional Outcomes Teaching Standard #2 Knowledge of Content and Instructional Planning		<i>EXAMPLE:</i> Lesson Plans Formal/Informal Observations of implementing lesson plans		

Teacher Date

Evaluator

Date

7.3 Moving From Target to HEDI Ratings

-table to be used for all grade levels/content areas that need a Student Learning Objective within the growth portion of evaluation

HEDI Ratings to be Used For Each Target		
Rating (State Defined)	% of Students Meeting Target (District Defined) N > 15	Average Points Earned N ≤ 15*
Highly Effective (18-20 points)	90%+	3.00 – 2.50
Effective (9-17 points)	67-89%	2.49 – 1.50
Developing (3-8 points)	54-66%	1.49 - .60
Ineffective(0-2 points)	0-53%	.59 - 0

*For use where N≤15, the chart below represents the points earned by individual students.

Progress Level	Points Assigned
No Progress	0
Approaching Target	1
Meeting Target	2
Exceeding Target	3

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
N > 15	100-98	97-94	93-90	89-87	86-83	82-80	79-77	76-75	74-73	72-71	70-69	68-67	66-65	64-63	62-61	60-59	58-57	56-54	53-52	51-50	49-0
N ≤ 15	3.00 - 2.90	2.89 - 2.70	2.69 - 2.50	2.49 - 2.31	2.30 - 2.21	2.20 - 2.11	2.10 - 2.01	2.00 - 1.91	1.90 - 1.81	1.80 - 1.71	1.70 - 1.61	1.60 - 1.50	1.49 - 1.20	1.19 - 1.00	.99- .90	.89- .80	.79- .70	.69- .60	.59- .40	.39- .20	.19- 0

8.1 Moving From Target to HEDI Ratings

-table to be used for All Principals for Local Portion of their evaluation if value added is approved

HEDI Ratings to be Used For Each Target		
Rating (State Defined)	% of Students Meeting Target (District Defined) N > 15	Average Points Earned N ≤ 15*
Highly Effective (14-15 points)	90%+	3.00 - 2.50
Effective (8-13 points)	67-89%	2.49-1.50
Developing (3-7 points)	54-66%	1.49-.60
Ineffective(0-2 points)	0-53%	.59-0

*For use where N≤15, the chart below represents the points earned by individual students.

Progress Level	Points Assigned
No Progress	0
Approaching Target	1
Meeting Target	2
Exceeding Target	3

HEDI Scoring	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
N > 15	100-95	94-90	89-86	85-82	81-79	78-75	74-71	70-67	66-65	64-63	62-60	59-57	56-54	53-52	51-50	49-0
N ≤ 15	3.0-2.75	2.74-2.50	2.49-2.33	2.32-2.16	2.15-1.99	1.98-1.82	1.81-1.66	1.65-1.50	1.49-1.24	1.23-1.08	1.07-.92	.91-.76	.75-.60	.59-.40	.39-.20	.19-0

8.2 Moving From Target to HEDI Ratings

-table to be used for All Principals for Local Portion of their evaluation if value added is not approved

HEDI Ratings to be Used For Each Target		
Rating (State Defined)	% of Students Meeting Target (District Defined) N > 15	Average Points Earned N ≤ 15*
Highly Effective (18-20 points)	90%+	3.00 – 2.50
Effective (9-17 points)	67-89%	2.49 – 1.50
Developing (3-8 points)	54-66%	1.49 - .60
Ineffective(0-2 points)	0-53%	.59 - 0

*For use where N≤15, the chart below represents the points earned by individual students.

Progress Level	Points Assigned
No Progress	0
Approaching Target	1
Meeting Target	2
Exceeding Target	3

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
N > 15	100-98	97-94	93-90	89-87	86-83	82-80	79-77	76-75	74-73	72-71	70-69	68-67	66-65	64-63	62-61	60-59	58-57	56-54	53-52	51-50	49-0
N ≤ 15	3.00 - 2.90	2.89 - 2.70	2.69 - 2.50	2.49 - 2.31	2.30 - 2.21	2.20 - 2.11	2.10 - 2.01	2.00 - 1.91	1.90 - 1.81	1.80 - 1.71	1.70 - 1.61	1.60 - 1.50	1.49 - 1.20	1.19 - 1.00	.99 - .90	.89 - .80	.79 - .70	.69 - .60	.59 - .40	.39 - .20	.19 - 0

Table 9.7 - Appendix H: Summary of Other Measures from MPPR

*Evaluātor Responsibility

MPPR Domain 1	Shared Vision for Learning	Points Earned 1-4
1a	Culture	
1b	Sustainability	
Domain 1 Average Rubric score:	(Avg. Score)	
MPPR Domain 2	School Culture & Instructional Program	Points Earned 1-4
2a	Culture	
2b	Instructional Program	
2c	Capacity Building	
2d	Sustainability	
2e	Strategic Planning Process	
Domain 2 Average Rubric Score:	(Avg. Score)	
MPPR Domain 3	Safe, Efficient, Effective Learning Environment	Points Earned 1-4
3a	Capacity Building	
3b	Culture	
3c	Sustainability	
3d	Instructional Program	
Domain 3 Average Rubric Score:	(Avg. Score)	

MPPR Domain 4	Community	Points Earned 1-4
4a	Strategic Planning Process: Inquiry	
4b	Culture	
4c	Sustainability	
Domain 4 Average Rubric Score:	(Avg. Score)	
MPPR Domain 5	Integrity, Fairness, Ethics	
5a	Sustainability	
5b	Culture	
Domain 5 Average Rubric Score:	(Avg. Score)	
MPPR Domain 6	Political, Social, Economic, Legal & Cultural Context	Points Earned 1-4
6a	Sustainability	
6b	Culture	
Domain 6 Average Rubric Score:	(Avg. Score)	
MPPR Domain Other (O)	Goal Setting & Attainment	Points Earned 1-4
Oa	Uncovering Goals	
Ob	Strategic Planning	
Oc	Taking Action	
Od	Evaluating Attainment	
Domain O Average Rubric Score:	(Avg. Score)	

Points Earned 1-4:

- 1 = Ineffective
- 2 = Developing
- 3 = Effective
- 4 = Highly Effective

MPPR Domain 1 (6.7%)	Avg. Domain 1 Score ___ x .067=
MPPR Domain 2 (43.3%)	Avg. Domain 2 Score ___ x .433=
MPPR Domain 3 (26.7%)	Avg. Domain 3 Score ___ x .267=
MPPR Domain 4 (10.0%)	Avg. Domain 4 Score ___ x .100=
MPPR Domain 5 (3.3%)	Avg. Domain 5 Score ___ x .033=
MPPR Domain 6 (3.3%)	Avg. Domain 6 Score ___ x .033=
MPPR Other Domain (6.7%)	Avg. Domain Other Score ___ x .067=
Total (100%)	Total Other Measures Score=___(Overall Rubric Avg. Score)

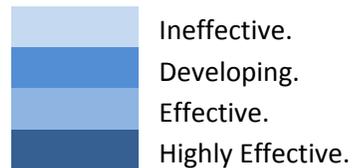
When multiplying each average domain score go to 3 places (thousands). Then add each of the domain scores, maintaining the 3 places (thousands). Then round to 2 places (hundreds). The overall rubric average score is matched to the table below to do the 60 point conversion.

Principal Effectiveness Conversion Scale

MPPR Performance Level	State Rating Category	Overall Rubric Average Score	60 Point Allocations
Highly Effective	Highly Effective	3.71 – 4.00	59-60
Effective	Effective	2.71– 3.70	57-58
Developing	Developing	1.51 – 2.70	50-56
Ineffective	Ineffective	1 – 1.5	0-49

_____ /60 Point Allocation for Overall Composite Score

Avg. Rubric Score*	Points	Avg. Rubric Score*	Points
3.86-4.0	60	1.31	30
3.71-3.85	59	1.30	29
3.21-3.70	58	1.29	28
2.71-3.20	57	1.28	27
2.54-2.70	56	1.27	26
2.37-2.53	55	1.26	25
2.20-2.36	54	1.25	24
2.03-2.19	53	1.24	23
1.86-2.02	52	1.23	22
1.69-1.85	51	1.22	21
1.51-1.68	50	1.21	20
1.50	49	1.20	19
1.49	48	1.19	18
1.48	47	1.18	17
1.47	46	1.17	16
1.46	45	1.16	15
1.45	44	1.15	14
1.44	43	1.14	13
1.43	42	1.13	12
1.42	41	1.12	11
1.41	40	1.11	10
1.40	39	1.10	9
1.39	38	1.09	8
1.38	37	1.08	7
1.37	36	1.07	6
1.36	35	1.06	5
1.35	34	1.05	4
1.34	33	1.04	3
1.33	32	1.03	2
1.32	31	1.02	1
		1.0-1.01	0



PRINCIPAL IMPROVEMENT PLAN (PIP)

Principal: _____

School Year: _____

Building: _____

Date Plan Developed: _____

Program(s): _____

Scores: Growth ___/___ Local ___/___ Other ___/___

AREAS IN NEED OF IMPROVEMENT

- Domain 1 Domain 2
 Domain 3 Domain 4
 Domain 5 Domain 6
 Other

ISSLC Standards

- I II III
 IV V VI

This form is a tool for communicating expectations and recommendation for improvement. The plan will be collaboratively developed by the principal and his/her evaluator.

AREAS OF IMPROVEMENT NEEDED	EXPECTED OUTCOMES	INDICATORS OF IMPROVEMENT	DIFFERENTIATED ACTIVITIES, SUPPORT AND RESOURCES TO BE PROVIDED	EXPECTED DATE FOR ACHIEVING IMPROVEMENT

Principal

Date

Evaluator

Date

PRINCIPAL IMPROVEMENT PLAN (PIP)

Principal: _____

School Year: _____

Building: _____

Date Plan Developed: _____

Program(s): _____

Improvement should be formally assessed approximately every ten (10) weeks following inception of intermediate steps with a defined timeline for formative assessments of the PIP and parameters.

DATE(S) PLAN ASSESSED	ACCOMPLISHMENTS IN EACH AREA OF IMPROVEMENT:	FURTHER DEVELOPMENT

OUTCOMES:

Principal

Date

Evaluator

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

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

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

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

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

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

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

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

Signatures, dates

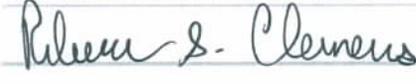
Superintendent Signature: Date:

 8/6/14

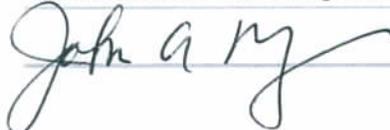
Teachers Union President Signature: Date:

 8/5/14

Administrative Union President Signature: Date:

 8/5/14

Board of Education President Signature: Date:

 8/5/14