



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

Acting Commissioner of Education
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April 28, 2015

Revised

Sharon Huff, Superintendent
Yorkshire-Pioneer Central School District
12125 County Line Rd.
PO Box 579
Yorkshire, NY 14173

Dear Superintendent Huff:

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

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

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

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: Lynda Quick

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, January 23, 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 : 043501060000

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

043501060000

1.2) School District Name: YORKSHIRE-PIONEER CSD

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

YORKSHIRE-PIONEER CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

For 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: 04/30/2013

Last updated: 04/13/2015

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

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	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.	The SLOs for K-2 ELA will utilize a 3rd party assessment. The AIMSWEB 3rd party assessment will be administered across all classrooms in the same grade level (K-2) according to the appropriate AIMSWEB probe. Students' pre-test scores will be the baseline and compared to the final assessment score (post test) to determine growth. Each teacher will develop Student Learning Objective (SLOs) for his/her student based on AIMSWEB baseline score. AIMSWEB to be administered K, 1 & 2. The individual growth target will be set by AIMSWEB and target will be approved by the principal. AIMSWEB will be administered again in June grades K, 1 & 2. The pre & post AIMSWEB scores will be used to calculate student growth goals. For grade 3, the 3rd grade NYS ELA assessment will be the post test and compared to AIMSWEB pre-test targets to determine the percentage of students meeting their individual growth targets. The HEDI score will be given based on the percent of students that meet or exceed the targets. Teachers in collaboration with building principal will be approving the individual growth targets for grades 3. The principal has the final approval of the target. The district reserves the right to review all targets and requires additional changes and is responsible for ensuring that targets represent one year grade level growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective - 81%-100% = HEDI 20 points (91%-100%) 19 points (86%-90%) 18 points (81%-85%)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective - 61%- 80% = HEDI 17 points (79%-80%) 16 points (77%-78%) 15 points (75%-76%) 14 points (73%-74%) 13 points (71%-72%) 12 points (69%-70%) 11 points (67%-68%) 10 points (64%-66%) 9 points (61%-63%)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing - 41%-60% = HEDI 8 points (58%-60%) 7 points (55%-57%) 6 points (52%-54%) 5 points (49%-51%) 4 points (45%-48%) 3 points (41%-44%)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective - 0%-40% = HEDI 2 points (27%-40%) 1 point (13%-26%) 0 points (0-12%)

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	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
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	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The principal has the final approval of the target. The SLOs for K-2 Math will utilize a 3rd party assessment. The AIMSWEB 3rd party assessment will be administered across all classrooms in the same grade level (K-2) according to the appropriate AIMSWEB probe. Students' pre-test scores will be the baseline and compared to the final assessment score (post test) to determine growth. Each teacher will develop Student Learning Objective (SLOs) for his/her student based on AIMSWEB baseline score. AIMSWEB to be administered K, 1 & 2. The individual growth target will be set by AIMSWEB and target will be approved by the principal. AIMSWEB will be administered again in June grades K, 1 & 2. The pre & post AIMSWEB scores will be used to calculate student growth goals. For grade 3, the 3rd grade NYS Math assessment will be the post test and compared to AIMSWEB pre-test targets to determine the percentage of students meeting their individual growth targets. The HEDI score will be given based on the percent of students that meet or exceed the targets. Teachers in collaboration with building principal will be approving the individual growth targets for grades 3. The principal has the final approval of the target. The district reserves the right to review all targets and requires additional changes and is responsible for ensuring that targets represent one year grade level growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective - 81%-100% = HEDI 20 points (91%-100%) 19 points (86%-90%) 18 points (81%-85%)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective - 61%- 80%= HEDI 17 points (79%-80%) 16 points (77%-78%) 15 points (75%-76%) 14 points (73%-74%) 13 points (71%-72%) 12 points (69%-70%) 11 points (67%-68%) 10 points (64%-66%) 9 points (61%-63%)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing - 41%-60% = HEDI 8 points (58%-60%) 7 points (55%-57%) 6 points (52%-54%) 5 points (49%-51%) 4 points (45%-48%) 3 points (41%-44%)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective - 0%-40% = HEDI 2 points (27%-40%) 1 point (13%-26%) 0 points (0-12%)

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	Not applicable	Not applicable (this is a Common branch)
7	District, regional or BOCES-developed assessment	Cattaraugus-Allegany BOCES Regionally developed 7th grade science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The principal has the final approval of the target. The SLOs for 7th grade Science will be based on student growth from the regionally developed pre and post 7th grade science assessment. The same assessment will be administered across all classrooms in the same grade level. Individual growth targets will be set by the 7th grade teacher based upon the pre-test of the student assigned to the teacher. Students' pre-test scores will be the baseline and compared to the final assessment score (post test) to determine growth. Each teacher will develop Student Learning Objectives (SLOs) for his/her student based the regionally developed assessment to be administered in grade 7. 8th grade teachers will pre-test students based on a locally developed exam created in eDoctrina. The secure test was designed to be rigorous and comparable across classrooms. Individual growth targets will be set by the 8th grade teachers. 8th grade teachers will post-test their students using the New York State provided science examination. The HEDI score will be given based on the percent of students that meet or exceed the targets. The building principal will be approving the individual growth targets. The district reserves the right to review all targets and requires additional changes and is responsible for ensuring that targets represent one year grade level growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective - 81%-100% = HEDI 20 points (91%-100%) 19 points (86%-90%) 18 points (81%-85)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective - 61%- 80% = HEDI 17 points (79%-80%) 16 points (77%-78%) 15 points (75%-76%) 14 points (73%-74%) 13 points (71%-72%) 12 points (69%-70%) 11 points (67%-68%) 10 points (64%-66%) 9 points (61%-63%)

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing - 41%-60% = HEDI 8 points (58%-60%) 7 points (55%-57%) 6 points (52%-54%) 5 points (49%-51%) 4 points (45%-48%) 3 points (41%-44%)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective - 0%-40% = HEDI 2 points (27%-40%) 1 point (13%-26%) 0 points (0-12%)

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	Not applicable	Not applicable (this is a Common branch)
7	District, regional or BOCES-developed assessment	Cattaraugus-Allegany Regionally developed 7th grade social studies assessment.
8	District, regional or BOCES-developed assessment	Cattaraugus-Allegany Regionally developed 8th grade social studies assessment.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for 7th grade social studies will be based on student growth from the regionally developed pre and post 7th grade social studies assessment. The same assessment will be administered across all classrooms in the same grade level. Individual growth targets will be set by teachers based upon the pre-test of the student assigned to the teacher. Students' pre-test scores will be the baseline and compared to the final assessment score (post test) to determine growth. Each teacher will develop Student Learning Objective (SLOs) for his/her student based the regionally developed assessment to be administered in grade 7. 8th grade teachers will pre-test students based on a locally developed social studies exam created in eDoctrina. The secure test was designed to be rigorous and comparable across classrooms. Individual growth targets will be set by the 8th grade teachers. 8th grade teachers will post-test their students using a regionally developed 8th grade social studies examination. The HEDI score will be given based on the percent of students that meet or exceed the targets. The building principal will be approving the individual growth targets. The principal has the final approval of the target. The district reserves the right to review all targets and requires additional changes and is responsible for ensuring that targets represent one year grade level growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective - 81%-100% = HEDI 20 points (91%-100%) 19 points (86%-90%) 18 points (81%-85)

Effective (9 - 17 points) Results meet District goals for similar students.	Effective - 61%- 80% = HEDI 17 points (79%-80%) 16 points (77%-78%) 15 points (75%-76%) 14 points (73%-74%) 13 points (71%-72%) 12 points (69%-70%) 11 points (67%-68%) 10 points (64%-66%) 9 points (61%-63%)
Developing (3 - 8 points) Results are below District goals for similar students.	Developing - 41%-60% = HEDI 8 points (58%-60%) 7 points (55%-57%) 6 points (52%-54%) 5 points (49%-51%) 4 points (45%-48%) 3 points (41%-44%)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective - 0%-40% = HEDI 2 points (27%-40%) 1 point (13%-26%) 0 points (0-12%)

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	Cattaraugus-Allegany BOCES Regionally Developed Grade 9 Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The principal has the final approval of the target. Each teacher will develop Student Learning Objectives (SLOs) for his/her student based upon regionally developed Social Studies pre-tests specific to each content area (Global 1). A randomly selected secure Regents pre-test will be administered for Regents courses (Global 2 and American History). Pre-tests will be administered in September. Individual growth targets will be set by the teacher. Post-tests will be administered in June for non-Regents courses. The NYS Regents Exam will be used as the post-test for Regents courses. The pre and post-test results will be used to calculate each student's success on his/her growth goal. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year. The building principal will be approving individual growth targets. The district reserves the right to review all targets and requires additional changes and is responsible for ensuring that targets represent one year grade level growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective 81%-100% HEDI 20 points - 91% - 100% of students achieve their SLO Goals; 19 points - 86% - 90% of students achieve their SLO Goals; 18 points - 81% - 85% of students achieve their SLO Goals
Effective (9 - 17 points) Results meet District goals for similar students.	Effective 61%-80% HEDI 17 points - 79% - 80% of students achieve their SLO Goals; 16 points - 77% - 78% of students achieve their SLO Goals; 15 points - 75% - 76% of students achieve their SLO Goals; 14 points - 73% - 74% of students achieve their SLO Goals; 13 points - 71% - 72% of students achieve their SLO Goals; 12 points - 69% - 70% of students achieve their SLO Goals; 11 points - 67% - 68% of students achieve their SLO Goals; 10 points - 64% - 66% of students achieve their SLO Goals; 9 points - 61% - 63% of students achieve their SLO Goals
Developing (3 - 8 points) Results are below District goals for similar students.	Developing 41%-60% HEDI 8 points - 58% - 60% of students achieve their SLO Goals; 7 points - 55% - 57% of students achieve their SLO Goals; 6 points - 52% - 54% of students achieve their SLO Goals; 5 points - 49% - 51% of students achieve their SLO Goals; 4 points - 45% - 48% of students achieve their SLO Goals; 3 points - 41% - 44% of students achieve their SLO Goals
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective 0%-40% 2 points - 27% - 40% of students achieve their SLO Goals; 1 points - 13% - 26% of students achieve their SLO Goals; 0 points - 0% - 12% of students achieve their SLO Goals

2.7) High School Science Regents Courses

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

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

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

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

<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>Each teacher will develop Student Learning Objectives (SLOs) for his/her student based upon regionally developed High School Science pre-tests specific to each content area. A randomly selected secure Regents pre-test will be administered for Regents courses (Living Environment, Earth Science, Chemistry & Physics). Pre-tests will be administered in September. Individual growth targets will be set by the teacher. Post-tests will be administered in June for non-Regents courses. The NYS Regents Exam will be used as the post-test for Regents courses. The pre and post-test results will be used to calculate each student's success on his/her growth goal. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year. The building principal will approve individual growth targets. The district reserves the right to review all targets and requires additional changes and is responsible for ensuring that targets represent one year grade level growth.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Highly Effective 81%-100% HEDI 20 points - 91% - 100% of students achieve their SLO Goals; 19 points - 86% - 90% of students achieve their SLO Goals; 18 points - 81% - 85% of students achieve their SLO Goals</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Effective 61%-80% HEDI 17 points - 79% - 80% of students achieve their SLO Goals; 16 points - 77% - 78% of students achieve their SLO Goals; 15 points - 75% - 76% of students achieve their SLO Goals; 14 points - 73% - 74% of students achieve their SLO Goals; 13 points - 71% - 72% of students achieve their SLO Goals; 12 points - 69% - 70% of students achieve their SLO Goals; 11 points - 67% - 68% of students achieve their SLO Goals; 10 points - 64% - 66% of students achieve their SLO Goals; 9 points - 61% - 63% of students achieve their SLO Goals</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Developing 41%-60% HEDI 8 points - 58% - 60% of students achieve their SLO Goals; 7 points - 55% - 57% of students achieve their SLO Goals; 6 points - 52% - 54% of students achieve their SLO Goals; 5 points - 49% - 51% of students achieve their SLO Goals; 4 points - 45% - 48% of students achieve their SLO Goals; 3 points - 41% - 44% of students achieve their SLO Goals</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Ineffective 0%-40% HEDI 2 points - 27% - 40% of students achieve their SLO Goals; 1 points - 13% - 26% of students achieve their SLO Goals; 0 points - 0% - 12% of students achieve their SLO Goals</p>

2.8) High School Math Regents Courses

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

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

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

Algebra 2	Regents assessment	Regents assessment
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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.

<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>Each teacher will develop Student Learning Objectives (SLOs) for his/her student based upon regionally developed BOCES math pre-tests specific to each content area (Algebra 1, Geometry and Algebra 2). A randomly selected secure Regents pre-test will be administered for Regents courses (Algebra 1, Geometry, Algebra 2). Pre-tests will be administered in September. Individual growth targets will be set by the teacher. Post-tests will be administered in June for non-Regents courses. The NYS Regents Exam will be used as the post-test for Regents courses. The pre and post-test results will be used to calculate each student's success on his/her growth goal. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year. The building principal will approve individual growth targets. The NYS Common Core Algebra Regents, NYS Common Core Geometry Regents, NYS The principal has the final approval of the target. The principal has the final approval of the target. Algebra Regents, NYS Geometry Regents will be used and the higher of the two scores will be used in determining the HEDI Score. The district reserves the right to review all targets and requires additional changes and is responsible for ensuring that targets represent one year grade level growth.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Highly Effective 81%-100% HEDI 20 points - 91% - 100% of students achieve their SLO Goals; 19 points - 86% - 90% of students achieve their SLO Goals; 18 points - 81% - 85% of students achieve their SLO Goals</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Effective 61%-80% HEDI 17 points - 79% - 80% of students achieve their SLO Goals; 16 points - 77% - 78% of students achieve their SLO Goals; 15 points - 75% - 76% of students achieve their SLO Goals; 14 points - 73% - 74% of students achieve their SLO Goals; 13 points - 71% - 72% of students achieve their SLO Goals; 12 points - 69% - 70% of students achieve their SLO Goals; 11 points - 67% - 68% of students achieve their SLO Goals; 10 points - 64% - 66% of students achieve their SLO Goals; 9 points - 61% - 63% of students achieve their SLO Goals</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Developing 41%-60% HEDI 8 points - 58% - 60% of students achieve their SLO Goals; 7 points - 55% - 57% of students achieve their SLO Goals; 6 points - 52% - 54% of students achieve their SLO Goals; 5 points - 49% - 51% of students achieve their SLO Goals; 4 points - 45% - 48% of students achieve their SLO Goals; 3 points - 41% - 44% of students achieve their SLO Goals</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Ineffective 0%-40% 2 points - 27% - 40% of students achieve their SLO Goals; 1 points - 13% - 26% of students achieve their SLO Goals; 0 points - 0% - 12% of students achieve their SLO Goals</p>

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Cattaraugus-Allegany BOCES Regionally Developed ELA Grade 9 Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Cattaraugus-Allegany BOCES Regionally Developed ELA Grade 10 Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive ELA Regents exam/NYS Common Core Regents exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The principal has the final approval of the target. Each teacher will develop Student Learning Objectives (SLOs) for his/her student based upon regionally developed BOCES High School ELA pre-tests specific to each content area (Grade 9 & 10 ELA, AP English & 9 & 10 ELA Honors). A randomly selected secure Regents pre-test will be administered for Regents courses (Grade 11 ELA). Pre-tests will be administered in September. Individual growth targets will be set by the teacher. The NYS Comprehensive English Regents Exam and the NYS Regents Exam in English Language Arts (Common Core) will be used as the post-test for Regents courses and the higher of the two scores will be used in determining the HEDI Score. The pre and post-test results will be used to calculate each student's success on his/her growth goal. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year. The HEDI score will be given based on the percent of students that meet or exceed the targets. The building principal will approve individual growth targets. The district reserves the right to review all targets and requires additional changes and is responsible for ensuring that targets represent one year grade level growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective 81%-100% HEDI 20 points - 91% - 100% of students achieve their SLO Goals; 19 points - 86% - 90% of students achieve their SLO Goals; 18 points - 81% - 85% of students achieve their SLO Goals
Effective (9 - 17 points) Results meet District goals for similar students.	Effective 61%-80% HEDI 17 points - 79% - 80% of students achieve their SLO Goals; 16 points - 77% - 78% of students achieve their SLO Goals; 15 points - 75% - 76% of students achieve their SLO Goals; 14 points - 73% - 74% of students achieve their SLO Goals; 13 points - 71% - 72% of students achieve their SLO Goals; 12 points - 69% - 70% of students achieve their SLO Goals; 11 points - 67% - 68% of students achieve their SLO Goals; 10 points - 64% - 66% of students achieve their SLO Goals; 9 points - 61% - 63% of students achieve their SLO Goals

Developing (3 - 8 points) Results are below District goals for similar students.	Developing 41%-60% HEDI 8 points - 58% - 60% of students achieve their SLO Goals; 7 points- 55% - 57% of students achieve their SLO Goals; 6 points- 52% - 54% of students achieve their SLO Goals; 5 points - 49% - 51% of students achieve their SLO Goals; 4 points - 45% - 48% of students achieve their SLO Goals; 3 points - 41% - 44% of students achieve their SLO Goals
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective 0%-40% HEDI 2 points - 27% - 40% of students achieve their SLO Goals; 1 points - 13% - 26% of students achieve their SLO Goals; 0 points - 0% - 12% of students achieve their SLO Goals

2.10) All Other Courses

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

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

	Course(s) or Subject(s)	Option	Assessment
	All other ELA Teachers not named above	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES Regionally Developed Grade and Subject Specific All other ELA Teachers not named above
	All other Math Teachers not named above	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES Regionally Developed Grade and Subject Specific Math Assessments All other Math Teachers not named above
	All other Social Studies Teachers not named above	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES Regionally Developed Grade and Subject Specific Social Studies Assessment All other Social Studies Teacher not named above
	All other Science Teachers not named above	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES Regionally Developed Grade and Subject Specific Science Assessments All other Science Teachers not named above
	All LOTE Teachers not tested through a Regents Exam	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES Regionally Developed Grade and Subject Specific LOTE Assessments All LOTE Teachers not tested through a Regents exam
	All AP Teachers where subject matter is not tested through a Regents Exam	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES Regionally Developed course specific assessment

	All Physical Education Teachers	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES Regionally Developed Grade and Subject Specific Physical Education Assessments
	All Art Teachers	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES Regionally Developed Grade and Subject Specific Art Assessments
	All Music Teachers	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES Regionally Developed Grade and Subject Specific Music Assessments
	All Technology Teachers	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES Regionally Developed Grade and Subject Specific Technology Assessments
	All Agriculture Teachers	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES Regionally Developed Grade and Subject Specific Agriculture Assessments
	All Business Teachers	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES Regionally Developed Grade and Subject Specific Business Assessments
	All Home and Careers/Family and Consumer Sciences Teachers	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES Regionally Developed Grade and Subject Specific Home and Careers/FACS Assessments
	All Health Teachers	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES Regionally Developed Grade and Subject Specific Health Assessments
	All College-level Teachers where subject matter is not tested through a Regents Exam	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES Regionally Developed Grade and Subject Specific College Course Assessments
	K-4 Librarians	Grades 3 and up: State-approved 3rd party assessment	AIMSWEB
	All Self-Contained Special Education Teachers where subject matter is not tested through a State Assessment	Grades 3 and up: State-approved 3rd party assessment	STAR Reading Enterprise
	4-8 ELA and Math who do not receive a state provided growth score	State Assessment	NYS 4-8th ELA and Math assessments

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The principal has the final approval of the target. Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a BOCES Regionally Developed Grade Specific Assessment that is specific to each grade level and subject area. A pre-assessment will be administered in September. Individual growth targets will be set by the teacher. The NYS Regents will be used as a post-test where appropriate. The pre & post test results will be used to calculate each students success on their growth goal. Regionally developed pre & post assessments will be administered for non-Regents courses and 3rd party assessments where appropriate as prescribed by STAR Reading Enterprise and AIMSWEB. The HEDI score will be given based on the percent of students that meet or exceed the targets. The building principal will approve individual growth targets. For grades 4-8 ELA and math teachers not receiving a state provided growth score, the above SLO process will be used and the appropriate NYS assessments will serve as the post assessment. The district reserves the right to review all targets and requires additional changes and is responsible for ensuring that targets represent one year grade level growth.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Highly Effective 81%-100% HEDI 20 points - 91% - 100% of students achieve their SLO Goals; 19 points - 86% - 90% of students achieve their SLO Goals; 18 points - 81% - 85% of students achieve their SLO Goals</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Effective 61%-80% HEDI 17 points - 79% - 80% of students achieve their SLO Goals; 16 points - 77% - 78% of students achieve their SLO Goals; 15 points - 75% - 76% of students achieve their SLO Goals; 14 points - 73% - 74% of students achieve their SLO Goals; 13 points - 71% - 72% of students achieve their SLO Goals; 12 points - 69% - 70% of students achieve their SLO Goals; 11 points - 67% - 68% of students achieve their SLO Goals; 10 points - 64% - 66% of students achieve their SLO Goals; 9 points - 61% - 63% of students achieve their SLO Goals</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Developing 41%-60% HEDI 8 points - 58% - 60% of students achieve their SLO Goals; 7 points - 55% - 57% of students achieve their SLO Goals; 6 points - 52% - 54% of students achieve their SLO Goals; 5 points - 49% - 51% of students achieve their SLO Goals; 4 points - 45% - 48% of students achieve their SLO Goals; 3 points - 41% - 44% of students achieve their SLO Goals</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Ineffective 0%-40% HEDI 2 points - 27% - 40% of students achieve their SLO Goals; 1 points - 13% - 26% of students achieve their SLO Goals; 0 points - 0% - 12% of students achieve their SLO Goals</p>

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

(No response)

2.11) HEDI Tables or Graphics

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

(No response)

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.

Adjustments to a teacher's HEDI score will be made for students with disabilities. Such adjustments are warranted in light of the unusually high percentage of students in this grouping within the student population of the District and the reconstructive issues associated with providing appropriate instructional services to these students.

Instructional expectations and goals will be held constant for all students, including students with disabilities. The adjustments will be focused on measuring results following the same general model and approach used by SED.

In order to mitigate potentially problematic incentives associated with such controls, the District will ensure that established school level procedures are utilized by the principal for setting teacher rosters. This ensures that students with disabilities are placed and spread out amongst teachers' rosters to the extent practical and possible, given school size, classroom sections and scheduling factors.

Furthermore, teachers do not have input into setting their classroom rosters.

For this student with disability grouping, if greater than 10% of a teacher's student roster falls into this category, the teacher's HEDI score will be adjusted by 1 point. If greater than 20% of a teacher's student roster falls into this category, the teacher's HEDI score will be adjusted by 2 points. No teacher's score will be adjusted by more than 2 points.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created: 04/30/2013

Last updated: 03/16/2015

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

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.1) Grades 4-8 ELA

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

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

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>For grade 4 the HEDI score will be determined using the school wide sum of the grade 4 ELA and Math assessment Performance Index. A Performance Index (PI) from 0-200 points will be calculated using the following equation: $((\text{Count at level 2}) + 2(\text{Count at level 3}) + 2(\text{Count at level 4}) / \text{Count of Cohort Members}) \times 100$. For grade 4, both the ELA and Math Indexes will be added to result in a score from 0-400. This score will then be divided by 360 and multiplied by 15 (or 20 if VA is not in place) to result in a score from 0-15 or 0-20. In no event will more than the maximum # of allowable HEDI points be awarded. The final score will be rounded following normal rounding scores.

For Grades 5-8 ELA & Math the AIMSWEB school wide measure will be used. AIMSWEB calculates SGP scores by comparing it with the averages for a national sample of schools that serves as a reference group. The school wide measure will be calculated and provided by AIMSWEB based on national norms. One single SGP score for grades 5-8 will be calculated and provided by AIMSWEB.

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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (14 - 15 points) Results far exceed district goals.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (8-13 points) Results meet district goals.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3-7 points) Results slightly below district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0-2 points) Results significantly below district goals.

3.2) Grades 4-8 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

For grade 4 the HEDI Score will be determined using the school wide sum of the grade 4 ELA and Math assessment Performance Index. A Performance Index (PI) from 0-200 points will be calculated using the following equation: $((\text{Count at level 2}) + 2(\text{Count at level 3}) + 2(\text{Count at level 4}) / \text{Count of Cohort Members}) \times 100$. For grade 4, both the ELA and Math Indexes will be added to result in a score from 0-400. This score will then be divided by 360 and multiplied by 15 (or 20 if VA is not in place) to result in a score from 0-15 or 0-20. In no event will more than the maximum # of allowable HEDI points be awarded. The final HEDI score will be rounded following normal rounding rules.

For Grades 5-8 ELA & Math the AIMSWEB school wide measure will be used. AIMSWEB calculates SGP scores by comparing it with the averages for a national sample of schools that serves as a reference group. The school wide measure will be calculated and provided by AIMSWEB based on national norms. One single SGP score for grades 5-8 will be calculated and provided by AIMSWEB.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (14 - 15 points) Results far exceed district goals.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (8-13 points) Results meet district goals.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3-7 points) Results slightly below district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0-2 points) Results significantly below district goals.

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.

[http://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/697356-rhJdBqDruP/HEDI Conversion of Educator Growth Percentile_1.pdf](http://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/697356-rhJdBqDruP/HEDI%20Conversion%20of%20Educator%20Growth%20Percentile_1.pdf)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS 3 ELA Assessment & NYS 3 Math Assessment & NYS 4 ELA Assessment & NYS 4 Math Assessment
1	6(ii) School-wide measure computed locally	NYS 3 ELA Assessment & NYS 3 Math Assessment & NYS 4 ELA Assessment & NYS 4 Math Assessment
2	6(ii) School-wide measure computed locally	NYS 3 ELA Assessment & NYS 3 Math Assessment & NYS 4 ELA Assessment & NYS 4 Math Assessment
3	6(ii) School-wide measure computed locally	NYS 3 ELA Assessment & NYS 3 Math Assessment & NYS 4 ELA Assessment & NYS 4 Math 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>For grades K-3, the HEDI score will be determined using the school wide sum of the grade 4 ELA and Math and grade 3 ELA and Math Performance Index. A Performance Index (PI) from 0-200 points will be calculated using the following equation: $((\text{Count at level 2}) + 2(\text{Count at level 3}) + 2(\text{Count at level 4}) / \text{Count of Cohort Members}) \times 100$. The ELA and Math Performance Index for grades 3 and 4 will be added to result in a score from 0-800. This score will then be divided by 760 and multiplied by 15 (or 20 if VA is not in place) to result in a score from 0- 15 or 0-20. In no event will more than the maximum # of allowable HEDI points be awarded. The final HEDI score will be rounded following normal rounding rules.</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>Highly Effective (18-20 points) Results far exceed district goals.</p>

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9-17 points) Results meet district goals.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3-8 points) Results slightly below district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0-2 points) Results significantly below district goals.

3.5) Grades K-3 Math

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

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

<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>For grades K-3, the HEDI score will be determined using the school wide sum of the grade 4 ELA and Math and grade 3 ELA and Math Performance Index. A Performance Index (PI) from 0-200 points will be calculated using the following equation: $((\text{Count at level 2}) + 2(\text{Count at level 3}) + 2(\text{Count at level 4}) / \text{Count of Cohort Members}) \times 100$. The ELA and Math Performance Index for grades 3 and 4 will be added to result in a score from 0-800. This score will then be divided by 760 and multiplied by 15 (or 20 if VA is not in place) to result in a score from 0-15 or 0-20. In no event will more than the maximum # of allowable HEDI points be awarded. The final HEDI score will be rounded following normal rounding rules.</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>Highly Effective (18-20 points) Results far exceed district goals.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Effective (9-17 points) Results meet district goals.</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Developing (3-8 points) Results slightly below district goals.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Ineffective (0-2 points) Results significantly below district goals.</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	6(ii) School wide measure computed locally	5-8 AIMSWEB
7	6(ii) School wide measure computed locally	5-8 AIMSWEB
8	6(ii) School wide measure computed locally	5-8 AIMSWEB

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Grades 5-8 Science the AIMSWEB school wide measure will be used. AIMSWEB calculates SGP scores by comparing it with the averages for a national sample of schools that serves as a reference group. The school wide measure will be calculated and provided by AIMSWEB based on national norms. One single SGP score for grades 5-8 will be calculated and provided by AIMSWEB.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18-20 points) Results far exceed district goals.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9-17 points) Results meet district goals.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3-8 points) Results slightly below district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0-2 points) Results significantly below district goals.

3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Grades 5-8 social studies the AIMSWEB school wide measure will be used. AIMSWEB calculates SGP scores by comparing it with the averages for a national sample of schools that serves as a reference group. The school wide measure will be calculated and provided by AIMSWEB based on national norms. One single SGP score for grades 5-8 will be calculated and provided by AIMSWEB.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18-20 points) Results far exceed district goals.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9-17 points) Results meet district goals.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3-8 points) Results slightly below district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0-2 points) Results significantly below district goals.

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	6(ii) School wide measure computed locally	NYS Regents: Comprehensive English, English Language Arts (Common Core) Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry (2005 Standards), Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government
Global 2	6(ii) School wide measure computed locally	NYS Regents: Comprehensive English, English Language Arts (Common Core), Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry (2005 Standards), Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government
American History	6(ii) School wide measure computed locally	NYS Regents: Comprehensive English, English Language Arts (Common Core), Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry (2005 standards), Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government

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>There is one high school.
 The number of students achieving 65 or better for each assessment will be totaled with all other assessments as listed above. This number will be divided by the total number of assessments given to result in a final percentage. Teachers will receive a HEDI score based on the percent of students school wide reaching a score of 65 or better on the listed Regents: (NYS Comprehensive English, English Language Arts (Common Core), Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry, Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government. In instances when it is allowable to administer both Regents the district will do so and utilize the higher of the two scores. In all other instances or when is no longer allowable, only the common core will be used.</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>Highly Effective (18-20 points)
Results far exceed district goals.
81% - 100%</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Effective (9-17 points)
Results meet district goals.
61% - 80%</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Developing (3-8 points)
Results slightly below district goals.
41% - 60%</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Ineffective (0-2 points)
Results significantly below district goals.
0% - 40%</p>

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	6(ii) School wide measure computed locally	NYS Regents: Comprehensive English, English Language Arts (Common Core), Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry (2005 Standards), Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government
Earth Science	6(ii) School wide measure computed locally	NYS Regents: Comprehensive English, English Language Arts (Common Core), Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry (2005 Standards), Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government
Chemistry	6(ii) School wide measure computed locally	NYS Regents: Comprehensive English, English Language Arts (Common Core), Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry (2005 Standards), Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government
Physics	6(ii) School wide measure computed locally	NYS Regents: Comprehensive English, English Language Arts (Common Core), Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry (2005 Standards), Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government

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.

There is one high school.
 The number of students achieving 65 or better for each assessment will be totaled with all other assessments as listed above. This number will be divided by the total number of assessments given to result in a final percentage. Teachers will receive a HEDI score based on the percent of students school wide reaching a score of 65 or better on the listed Regents: (NYS Comprehensive English, English Language Arts (Common Core), Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry, Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government. In instances when it is allowable to administer both Regents the district will do so and utilize the higher of the two scores. In all other instances or when is no longer allowable, only the common core will be used.

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

Highly Effective (18-20 points)
Results far exceed district goals.
81% - 100%

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

Effective (9-17 points)
Results slightly below district goals.
61% - 80%

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

Developing (3-8 points)
Results meet district goals.
41% - 60%

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

Ineffective (0-2 points)
Results significantly below district goals.
0% - 40%

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	6(ii) School wide measure computed locally	NYS Regents: Comprehensive English, English Language Arts (Common Core), Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry (2005 Standards), Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government

Geometry	6(ii) School wide measure computed locally	NYS Regents: Comprehensive English, English Language Arts (Common Core), Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry (2005 Standards), Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government
Algebra 2	6(ii) School wide measure computed locally	NYS Regents: Comprehensive English, English Language Arts (Common Core), Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry (2005 Standards), Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government

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

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

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

<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>There is one high school.
 The number of students achieving 65 or better for each assessment will be totaled with all other assessments as listed above. This number will be divided by the total number of assessments given to result in a final percentage. Teachers will receive a HEDI score based on the percent of students school wide reaching a score of 65 or better on the listed Regents: (NYS Comprehensive English, English Language Arts (Common Core), Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry, Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government. In instances when it is allowable to administer both Regents the district will do so and utilize the higher of the two scores. In all other instances or when is no longer allowable, only the common core will be used.</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>Highly Effective (18-20 points)
Results far exceed district goals.
81% - 100%</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Effective (9-13 points)
Results meet district goals.
61% - 80%</p>

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3-8 points) Results slightly below district goals. 41% - 60%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0-2 points) Results significantly below district goals. 0% - 40%

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	6(ii) School wide measure computed locally	NYS Regents: Comprehensive English, English Language Arts (Common Core), Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry (2005 Standards), Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Regents: Comprehensive English, English Language Arts (Common Core), Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry (2005 Standards), Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Regents: Comprehensive English, English Language Arts (Common Core), Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry (2005 Standards), Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government

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

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

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

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

There is one high school.
 The number of students achieving 65 or better for each assessment will be totaled with all other assessments as listed above. This number will be divided by the total number of assessments given to result in a final percentage. Teachers will receive a HEDI score based on the percent of students school wide reaching a score of 65 or better on the listed Regents: (NYS Comprehensive English, English Language Arts (Common Core), Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry, Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government. In instances when it is allowable to administer both Regents the district will do so and utilize the higher of the two scores. In all other instances or when is no longer allowable, only the common core will be used.

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

Highly Effective (18-20 points)
Results far exceed district goals.
81% - 100%

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

Effective (9-17 points)
Results meet district goals.

61% - 80%

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

Developing (3-8 points)
Results slightly below district goals.

41% - 60%

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

Ineffective (0-2 points)
Results significantly below district goals.
0% - 40%

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.

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.

and 4 will be added to result in a score from 0-800. This score will then be divided by 760 and multiplied by 20 to result in a score from 0-20. In no event will more than the maximum # of allowable HEDI points be awarded. The final HEDI score will be rounded following normal rounding rules. For teachers other than ELA and Math, Science and Social Studies grades 5 - 8 the HEDI score will be the sum of the grades 5-8 ELA, 5-7 Math and PS/Earth Science PI Scores, plus the combined weighted average PI score based on the number of students in each section for 8th grade Math and NYS Common Core Algebra I (for accelerated students) (total of 1800/1710 x 20). The final value will be rounded following normal rounding rules to get the final composite score. Where value added does not apply, it would be allocated as follows: 0-2 ineffective; 3-8 developing; 9-17 effective; and 18-20 highly effective. Performance Index (PI) will be calculated as follows; A PI from 0-200 points is calculated using the levels and the following equation:
$$\frac{((\text{Count at level 2}) + 2(\text{Count at level 3}) + 2(\text{Count at level 4}))}{\text{count of cohort members}} \times 100$$
. A PI for NYS Common Core Integrated Algebra and PS Earth Science will be based on score/accountability performance levels from 0-100 as follows: 0-64 = level 1; 65-74 = level 2; 75-89 = level 3 and 90-100 = level 4. In no event will more than the maximum number of allowable HEDI points be awarded. The final HEDI score will be rounded following normal rounding rules. In the case of a student taking both Algebra exams we will use the higher of the scores. There is one high school. The number of students achieving 65 or better for each assessment will be totaled with all other assessments as listed above. This number will be divided by the total number of assessments given to result in a final percentage. Teachers will receive a HEDI score based on the percent of students school wide reaching a score of 65 or better on the listed Regents: (NYS Comprehensive English, English Language Arts (Common Core), Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry, Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government. In instances when it is allowable to administer both Regents the district will do so and

	utilize the higher of the two scores. In all other instances or when is no longer allowable, only the common core will be used.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Highly Effective (18-20 points) Results far exceed district goals.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9-17 points) Results meet district goals.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3-8 points) Results slightly below district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0-2 points) Results significantly below district goals.

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. [Click here for a downloadable copy of Form 3.12. \(MS Word\)](#)

(No response)

3.13) HEDI Tables or Graphics

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

<http://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/697356-y92vNseFa4/0-20 Scales .pdf>

3.14) Locally Developed Controls

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

(No response)

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.

There will only be one score for our locally selected measure for teachers in each building.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, February 25, 2015

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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	Thoughtful Classroom Teacher Effectiveness Framework
---------------------------------------	--

Second Rubric, if applicable	Danielson's Framework for Teaching
------------------------------	------------------------------------

4.2) Points Within Other Measures

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

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The Thoughtful Classroom Teacher Effectiveness Framework rubric (Silver and Strong Associates, 2010-2012) will be used for the rating of teacher observations (with the exception of school librarians) on ten dimensions with a distribution of points for dimensions 1-10. Each indicator within each dimension is scored on a scale of 1-4 these are averaged together to reach a score for each dimension. The average of the domain scores will be the final score which will be applied to the conversion table (TE NYSUT Conversion Chart) to generate a HEDI score (0 - 60).

The average rubric values in the chart are the minimum values needed to attain the corresponding HEDI score. The average HEDI score will be rounded using normal rounding rules and does not allow a teacher to move between HEDI bands. The scores from each observation will be averaged to one indicator score.

Danielson's Framework for Teaching (2007) rubric will be used for the rating of librarian observations for domains 1-4. Domains 1 will have a weighting of 13%; Domains 2 & 3 will have a weighting of 21% each and Domain 4 a weighting of 45% for a total of 60

points.

Teachers will be observed twice per year by a certified administrator employed by the school district.

One observation will be announced. One observation will be unannounced.

This includes tenured and non-tenured teaching staff.

The attached table will be used for point distribution. This will associate with the appropriate HEDI rating.

"We understand that the final 0-60 composite score must be a whole number."

Teachers will be scored on a scale of 1 - 4 for each component of each of the 4 Danielson domains. The simple average of the component scores for each domain will be calculated (each domain will have a score anywhere between 1 - 4). The domain scores will be multiplied by a weighting factor to arrive at a weighted score per domain. The sum of the weighted domain scores will be the final score which will be applied to the conversion table to generate a HEDI score (0 - 60).

The following applies to both rubrics:

The average rubric values in the chart are the minimum values needed to attain the corresponding HEDI score.

The average HEDI score will be rounded using normal rounding rules and does not allow a teacher to move between HEDI bands.

The scores from each observation will be averaged to one indicator score.

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/12179/697357-eka9yMJ855/TE & Danielson HEDI Conversion Table 2013.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.	Highly Effective: 59-60 points
Effective: Overall performance and results meet NYS Teaching Standards.	Effective: 57-58 points
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing: 50-56 points
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ineffective: 0-49 points

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
-------------	---

Informal/Short	0
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

• 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	2
Informal/Short	0
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- Both
-

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

-
- Both
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, December 11, 2013

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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 Tuesday, April 30, 2013

Updated Monday, February 10, 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/5265/168690-Df0w3Xx5v6/TIP plan and form (PCS).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:

Upon receiving a rating of "developing" or "ineffective" a teacher shall be provided with a TIP. The grounds for appeal will be those indicated in education law 3012c.

The TIP shall be provided as soon as practicable, but in no case later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. The Parties understand and agree that the sole and exclusive purpose of the TIP is the improvement of teaching practice and that issuance of a TIP is not a disciplinary action. The TIP shall be developed in consultation with the teacher. Union representation shall be afforded at the teacher's request. The Association President shall be informed within twenty-four hours, whenever a teacher is placed on a TIP and, with the agreement of the teacher, shall be provided with a copy of the TIP.

The timeline for the appeals process is as follows. An APPR or TIP challenge must be submitted in writing to the administrator performing the review within 10 work days of the issuance of the APPR.

The administrator will schedule a meeting within seven work days of receipt of the challenge to discuss the challenge. Within 10 work days of that meeting the administrator conducting the APPR shall submit to the teacher a detailed written response to the appeal. For any unit member that received a rating of highly effective or effective, the administrator's decision will be final. If the teacher disagrees he/she may submit a written statement to be included in his/her file.

If a tenured unit member received a rating of ineffective, developing, or a TIP and disagrees with the administrator's response to the challenge, the challenge may be submitted to the Superintendent within seven work days of the receipt of the administrator's response. A meeting will be scheduled with the superintendent within seven work days of receipt of the administrator's response to discuss the challenge. The superintendent shall render a final determination of the challenge within 10 work days of the previous scheduled meeting.

If a probationary unit member following the second year of employment received a rating of ineffective and disagrees with the administrator's response to the challenge the teacher may submit the challenge to the Superintendent within 7 days of the receipt of the administrator's response. A meeting will be scheduled with the superintendent within seven working days of receiving the teacher challenge to discuss. The Superintendent will render a final determination of the challenge within 10 working days from time of receipt of the tenure teacher's challenge.

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.

District administrators have been and will be trained by Network Team trainers from Cattaraugus Allegany Board of Cooperative Educational Services (CABOCES) on the 9 elements of teacher evaluation Section 30-29 of the rules of the Board of Regents. In addition, administrators participated in 2 days of training on the Thoughtful Education Rubric (Silver and Strong) by Thoughtful Education Associates. Administrators received training two days of training on Danielson's Framework for Teaching for evaluation of school librarians. Administrators will have a minimum of 8 hours of training/year to ensure inter-rater reliability.

Certification Criteria & Plan for Implementation:

1. NYS Teaching Standard and the ISLLC, 2008 Leadership Standards

All administrators have been trained in the ISLLC Standards. New administrators will be trained as needed.

Time will be devoted at administrative meetings to address the application of the ISLLC Standards in the district setting.

2. Evidence-based observation techniques

All administrators have been provided with training on evidence-based observation techniques. The training was completed by the Danielson Group, Network Team Members of CABOCES, and Thoughtful Education Associates.

Additional professional development will be given each school year to support evaluators in the Thoughtful Education Rubric and Danielson Framework for Teaching rubric.

3. Application and use of the student growth and value-added growth model

A two hour training module based on information provided by NYSED has been developed to present to all new administrators.

4. Application and use of State-approved teacher/principal rubrics

Inter-rater reliability was a significant component of all CABOCES trainings as well as Thoughtful Education Training. Evaluators observed videos of teachers, applied their evidence to the rubric, discussed observation and translated the results into appropriate ratings. Any differences in ratings were discussed and adjusted based on evidence.

Additional work will be done with this throughout the school year by the Network Team staff and the Thoughtful Education Associates.

5. Application and use of any assessment tools you intend to use

All administrators have been trained in the areas of the use of SLO's and have participated in local decisions.

6. Application and use of any State-approved locally developed measures of student achievement you intend to use.

The third party assessment being used is AIMSweb. This program has been implemented in the district for three years. All current administrators have been trained in AIMSweb. Incoming administrators will be trained accordingly.

7. Use of Statewide Instructional Reporting System

Principals are reviewing ongoing updates from the Office of Instruction/Technology on the information provided by NYSED regarding the Instructional Reporting System

8. The Scoring Methodology used by the department/district

All administration and Pioneer Teacher Association have and will continue to participate in the scoring decisions that relate to APPR.

9. Specific considerations in evaluating teachers and principals of English Language Learners

There is a District emphasis on best practices for ELL and Students with disabilities for curriculum, instruction, and assessment. This will be addressed through data collection and review and the Data Driven Instruction Model by Paul Santoyo. All administrators have been trained in this model by CABOCES staff.

The certification process will contain the same elements. Administrators will be offered a variety of professional development options offered by the area BOCES Network Trainers. The Superintendent will certify evaluators.

Recertification will occur in the same manner as certification annually. Based upon successful completion of all certification training, administrators will receive certification to evaluate teachers.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created: 04/30/2013

Last updated: 04/23/2015

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

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

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

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

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

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

	5-8
	9-12
	(No response)

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

Please check the boxes below:

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	Arcade & Delevan Elementary School K - 4	Grades 3 and up: State-approved 3rd party assessment	AIMSWEB
	Arcade & Delevan Elementary School K - 4	State assessment	NYS 3 ELA Assessment, NYS 3 Math Assessment, NYS 4 ELA Assessment & NYS 4 Math Assessment
	5 - 8 Middle School	State assessment	NYS 5-8 ELA and Math Assessments
	9-12 High School	State assessment	NYS Algebra I/ELA Regents Assessments & all other applicable Regents

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.

<p>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.</p>	<p>The SLO process is based on the prescribed use of AIMSWEB and an AIMSWEB provided conversion chart. Grades 3 & 4 math and ELA state assessment scores will be based on a 20 point scale outlined below. SLOs will be the other comparable growth measures for principals in buildings with fewer than 30% that take grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. Principals will set targets based on the pre-assessment. Grades K-2 will be assessed with AIMSWEB. Grade 3 will be assessed using the grade 3 ELA and Math assessment. Grade 4 will only be assessed based on the 4th grade state assessments. The HEDI score for K-3 assessments will be given based on percentage of students that meet or exceed targets. The principal will be setting individual growth targets for their students. The superintendent will be approving all individual growth targets. The SLOs for K-3 will be weighted proportionally based upon the number of students within those measures with the state provided growth/value added scores from the NYS grade 4 ELA - Math assessments the combination of those two HEDI scores will result in a final HEDI score. In the event that the HEDI scores results in a decimal normal rounding rules apply.</p> <p>The district will utilize the State-provided growth score for the above listed principals. If such score represents less than 30% of the students supervised by the principal, the district will set SLOs for the largest course(s) in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided score will then be weighted proportionately with the SLO result(s) for a final HEDI score. The SLO process will be as follows: based upon baseline data, the principal in collaboration with the superintendent will set individual growth targets for each student. The superintendent will approve all targets. The principal will receive a HEDI score based upon the percent of students reaching their targets. When both the Common Core Regents Exam and the 2005 Standards Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for APPR purposes so long as permitted by SED.</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>Highly Effective (18-20 points) 81%-100% 18-81%-85% 19-86%-90% 20-91%-100%</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Effective (9-17 points) 61%-80% 9- 61%-63% 10-64%-66% 11-67%-68% 12-69%-70% 13-71%-72% 14-73%-74% 15-75%-76% 16-77%-78% 17-79%-80%</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Developing (3-8 points) 41%-60% 3-41%-44% 4-45- 48% 5-49%-51% 6-52%-54% 7-55%-57% 8-58%-60%</p>
<p>Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).</p>	<p>Ineffective (0-2 points) 0%-40% 0-0%-12% 1-13%-26% 2-27%-40%</p>

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

Not applicable at this time.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created: 04/30/2013

Last updated: 03/16/2015

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

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
9-12	(d) measures used by district for teacher evaluation	NYS Regents: Comprehensive English, English Language Arts (Common Core), Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Geometry (2005 Standards), Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government
5-8	(d) measures used by district for teacher evaluation	NYS Grade 5-8 ELA & Math state assessments, PS Earth Science, Common Core Algebra I

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.

For grades 5-8, the HEDI score will be determined using the sum of the grades 5-8 ELA, 5-7 Math assessment and PS/Earth Science PI Scores, plus the combined weighted average PI score based on the number of students in each section for 8th grade math and the NYS Common Core Algebra I (for accelerated students) (total of 1800/1710 x 20)(or 15 for value added). The final value will be rounded following normal rounding rules to get the final composite score. Where value added does not apply, it will be allocated as follows: 0-2 ineffective; 3-8 developing; 9-17 effective; and 18-20 highly effective. Performance Index (PI) will be calculated as follows; A PI from 0-200 points is calculated using the levels in the following equation:
$$\frac{1(\text{Count at level 2}) + 2(\text{Count at level 3}) + 3(\text{Count at level 4})}{\text{count of cohort members}} \times 100$$
. In no event will more than the maximum number of allowable HEDI points be awarded. The final HEDI score will be rounded following normal rounding rules. In the high school the HEDI score will be based on the percentage of students with a 65 or higher on NYS Comprehensive English, Common Core English Language Arts, Living Environment, PS Chemistry, PS Earth Science, PS Physics, Integrated Algebra, Common Core Algebra I, Common Core, Geometry, Geometry (Common Core), Algebra 2/Trigonometry, Global History & Geography, U.S. History & Government. Principal will receive a score based upon the percentage of students scoring a 65 or higher on the Regents. The higher of the two Algebra Regents, English Language Arts and Geometry scores will be used. The target will be 65% of students taking June Regents exams will score 65 or higher. The HEDI score will be determined based upon the district's HEDI conversion chart. In instances when it is allowable to administer both Regents the district will do so and utilize the higher of the two scores. In all other instances or when is no longer allowable, only the common core will be used.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective 14-15 points Results far exceed district goals. 81% - 100%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective 8-13 points Results meet district goals. 61% - 80%

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing 3-7 points Results slightly below district goals. 41%-60%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective 0-2 points Results significantly below district goals. 0%-40%

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. \(MS Word \)](#)

<http://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/697361-8o9AH60arN/0-15 & 0-20 Scales.pdf>

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

(No response)

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities

and English Language Learners in Grades 4-8

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

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

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

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from

the regulations and/or assurances listed to the left of each box.

<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>For grades K - 4, the HEDI score will be determined using the sum of the grades 3 & 4 ELA and Math Performance Index. A Performance Index (PI), from 0-200 points will be calculated using the following equation: $((\text{Count at level 2}) + 2(\text{Count at level 3}) + 2(\text{Count at level 4})) / \text{Count of cohort members} \times 100$. The ELA and Math Performance Index for grades 3 & 4 will be added to result in a score from 0-800. This score will then be divided by 780 and multiplied by 20 to result in a score from 0-20. In no event will more than the maximum of HEDI points be awarded. The final HEDI score will be rounded following normal rounding rules.</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>Highly Effective (18-20 points) = Innovative Results far exceed district goals.</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Effective (9-17 points) = Applying Results meet district goals.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Developing (3-8 points) = Beginning and Developing Results slightly below district goals.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Ineffective (0-2 points) = Not Using Results significantly below district goals.</p>

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

Not applicable at this time.

8.4) Principals with More Than One Locally Selected Measure

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

Not applicable at this time.

8.5) Assurances

Please check all of the boxes below:

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

Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, February 04, 2015

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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	Marzano's School Administrator 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.

Marzano's Principal Evaluation contains five domains:

Data Driven Focus on Student Achievement

Continuous Improvement of Instruction

Guaranteed and Viable Curriculum

Cooperation and Collaboration

School Climate

To assure that all of the six 2008 ISLLC Standards are evaluated each year, we will use Marzano's rubric. The Superintendent will visit each principals building twice, and principals will submit other evidence to address the standards that were not covered by the school visit.

Each element will be scored on a scale of 1-4 for each of the five Marzano domains. The average of the elements for each domain will be calculated to generate a domain score. The sum of the domain scores will be divided by the number of domains (5) to get your final rubric score (1-4). The total score will be then applied to the conversion table (0-60) HEDI score.

"We understand that the final 0-60 composite score must be a whole number." The HEDI score will be rounded and not allow a principal to move from one HEDI band to another. The average domain score will take into account components that are rated across multiple school visits. The average rubric values in the chart are the minimum values needed to attain the corresponding HEDI score. The superintendent will be rating based upon elements outlined in the Marzano school administrator rubric. Multiple school visits will occur and based on visits a rubric score will be determined at the end of the year based upon collected and reviewed evidence.

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/12205/697362-pMADJ4gk6R/3072684-Marzano HEDI Conversion.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 standards.	Highly Effective (59-60): (3.5-4.0 points) Principals will receive a rating of Highly Effective for the "other measures" sub-component when they earn a final average rubric score between (3.5- 4.0), as identified in the conversion chart.
Effective: Overall performance and results meet standards.	Effective (57-58): (2.5 -3.4 points) Principals will receive a rating of Effective for the "other measures" sub component when they earn a final average rubric score between (2.5-3.4) as identified on the conversion chart.
Developing: Overall performance and results need improvement in order to meet standards.	Developing (50-56): (1.5-2.4 points) Principals will receive a rating of Developing for the "other measures" sub-component when they earn a final average rubric score between (1.5-2.4) as identified on the conversion chart.
Ineffective: Overall performance and results do not meet standards.	Ineffective (0-49): (1.0-1.4 points) Principals will receive a rating of Ineffective for the "other measures" sub-component when they earn a final average rubric score between (1.0-1.4) as identified on the conversion chart.

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, December 11, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

Overall performance and results need improvement in order to meet ISLLC leadership standards.

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

Highly Effective	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 Tuesday, April 30, 2013

Updated Wednesday, February 25, 2015

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/162510-Df0w3Xx5v6/PIP.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

This appeal provision is limited to unit members who are covered by N.Y.S Education Law 3012. To the extent a principal wishes to challenge his/her performance review and or implemented improvement plan, under the new APPR regulations, the District has developed an appeal process. This appeal process/procedure does not diminish the authority of the School Board to terminate probationary principals during their probationary term for statutorily and constitutionally permissible reasons, including but not limited to misconduct; consistent with Education Law 3012-c. While the plan shall be a "significant factor" in tenure and other employment

decisions, nothing therein shall be construed to alter or diminish the authority of the board of education to grant or deny tenure or to terminate probationary principals during the pendency of an appeal for statutorily constitutionally permissible reasons other than the principal's performance that is the subject of the appeal.

A Covered Unit Member may challenge only the substance of the APPR, the District's adherence to the standards and methodologies required for such review, the District's compliance with its procedures and timelines for conducting the APPR, and the issuance and the regulations of the Commissioner and/or implementation of a principal improvement plan. Such challenge must be submitted in writing to the Superintendent, together with any supporting documentation. The challenge must explain in detail the specific reason(s) for the matter which is the subject of the challenge. A principal may not file multiple appeals regarding the same APPR or PIP. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief. The challenge must be submitted within fifteen calendar days of the issuance of the Annual Professional Performance Review which is the subject of the challenge. For purposes of this Memorandum of Agreement, calendar days shall exclude the period of Christmas, February, and April recess. Within fifteen calendar days, the Superintendent shall submit to the principal a detailed written response of the Appeal. The response must include any additional documents or written materials specific to the point (s) of disagreement that support the District's response and are relevant to the resolution of the appeal. Failure to submit a response within fifteen calendar days shall be deemed a denial of the appeal. For a tenured principal who received a rating of highly effective, effective, or developing, or a non-tenured principal who received any rating the Superintendent's determination shall be final; if that principal disagrees with the response, the principal may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.

b. If a tenured principal received a rating of ineffective and disagrees with the Superintendent's response to the challenge, the principal may submit a written statement explaining in detail the reason (s) for disagreement with the response to the Superintendent of Schools within seven calendar days of receipt of the Superintendent's initial response. A meeting will be scheduled to discuss the appeal within 10 calendar days of receipt of the written statement. A principal may select an Association representative to participate in the meeting. The Superintendent shall render a final determination of the challenge within 10 calendar days thereafter.

c. Any PIP that was implemented as a result of APPR that is subsequently modified as a result of the challenge process in this Memorandum of Agreement shall be modified to reflect any change in the APPR as a result of that process.

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.

Lead evaluators will receive 8 hours of training on evaluation processes by the Network Team members that are employed by CABOCES. Administrators received training from the Thoughtful Education Group, BOCES team training aligned with the Nine Dimension. The Nine Dimensions as listed in regulations 30-2 and evaluation with the Thoughtful Education Rubric by Silver & Strong. In order to ensure inter rater reliability over time, administrators will participate in 4 hours of on-going professional staff development/training BOCES provided by network trainers and Thoughtful Education Associates. The BOE will certify lead evaluators and based upon periodic training. Lead evaluators will be recertified on an annual basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

11.7) Assurances -- Data | Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.

Checked

12. Joint Certification of APPR Plan

Created: 04/30/2013

Last updated: 04/28/2015

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12.1) Upload the Joint Certification of the APPR Plan

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/697365-3Uqgn5g9lu/20150428075213861.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.

HEDI Conversion of Educator Growth Percentile
Grades 5-8 ELA & Math Local Measure

0-15 Scale

Educator Growth Percentile	HEDI Score	HEDI Category
1-2	0	Ineffective
3-4	1	
5-6	2	
7-9	3	Developing
10-13	4	
14-18	5	
19-24	6	
25-30	7	
31-38	8	Effective
39-46	9	
47-57	10	
58-72	11	
73-83	12	
84-91	13	
92-96	14	Highly Effective
97-99	15	

0-20 Scale

Educator Growth Percentile	HEDI Score	HEDI Category
1-2	0	Ineffective
3	1	
4	2	
5-6	3	Developing
7-8	4	
9-11	5	
12-14	6	
15-18	7	
19-22	8	
23-27	9	Effective
28-32	10	
33-38	11	
39-44	12	
45-60	13	
61-71	14	
72-79	15	
80-86	16	
87-91	17	
92-95	18	Highly Effective
96-97	19	
98-99	20	

**HEDI Conversion of Educator Growth Percentile
Grades 5-8 ELA & Math Local Measure/AimsWeb**

0-20 Scale

Educator Growth Percentile	HEDI Score	HEDI Category
1-2	0	Ineffective
3	1	
4	2	
5-6	3	Developing
7-8	4	
9-11	5	
12-14	6	
15-18	7	
19-22	8	
23-27	9	Effective
28-32	10	
33-38	11	
39-44	12	
45-60	13	
61-71	14	
72-79	15	
80-86	16	
87-91	17	
92-95	18	Highly Effective
96-97	19	
98-99	20	

0-20 High School

0% - 40%		41% - 60%		61% - 80%		81% - 100%	
Ineffective		Developing		Effective		Highly Effective	
0	0% - 12%	3	41% - 44%	9	61% - 63%	18	81% - 85%
1	13% - 26%	4	45% - 48%	10	64% - 66%	19	86% - 90%
2	27% - 40%	5	49% - 51%	11	67% - 68%	20	91% - 100%
		6	52% - 54%	12	69% - 70%		
		7	55% - 57%	13	71% - 72%		
		8	58% - 60%	14	73% - 74%		
				15	75% - 76%		
				16	77% - 78%		
				17	79% - 80%		

TE & Danielson Rubric HEDI Conversion Table (60 pts.)

Total Average Rubric Score	Conversion Score for Composite
Ineffective 0-49	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49

Total Average Rubric Score	Conversion Score for Composite
Developing 50-56	
1.50	50
1.60	50.7
1.70	51.4
1.80	52.1
1.90	52.8
2.00	53.5
2.10	54.2
2.20	54.9
2.30	55.6
2.40	56
Effective 57-58	
2.50	57
2.60	57.2
2.70	57.4
2.80	57.6
2.90	57.8
3.00	58
3.10	58
3.20	58
3.30	58
3.40	58
Highly Effective 59-60	
3.50	59
3.60	59.3
3.70	59.5
3.80	59.8
3.90	60
4.00	60.25 (round to 60)

PIONEER CENTRAL SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN (TIP)

Upon receiving a rating of “developing” or “ineffective” a teacher shall be provided with a TIP. The TIP shall be provided as soon as practicable, but in no case later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. The Parties understand and agree that the sole and exclusive purpose of the TIP is the improvement of teaching practice and that issuance of a TIP is not a disciplinary action. The TIP shall be developed in consultation with the teacher. Union representation shall be afforded at the teacher’s request. The Association President shall be informed within twenty-four hours, whenever a teacher is placed on a TIP and, with the agreement of the teacher, shall be provided with a copy of the TIP.

A TIP shall clearly specify: (i) the area(s) in need of improvement; (ii) the performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating; (iii) how improvement will be measured and monitored, and provide for periodic reviews of progress; and (iv) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher including, where appropriate, the assignment of a mentor teacher

The teacher, the building administrator, mentor (if one has been assigned) and an Association representative (if requested by the teacher) shall meet, according to the schedule identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP. A teacher who believes that the terms of a TIP are arbitrary, unreasonable, inappropriate or

Pioneer Central School, Yorkshire, NY

defective, or that the District has failed to meet its obligation to properly implement the terms of the TIP, may seek relief through an appeal to the Superintendent. The decision of the Superintendent on the merits of the TIP shall be final. Based on the outcome of the Superintendent's decision, the TIP shall be modified accordingly.

All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books, and travel, shall be borne by the District in their entirety.

PIONEER CENTRAL SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN

Staff Member Evaluator Name

Building Assignment Date

Association Representative (if applicable)

Areas in Need of Improvement

Activities to Support Improvement

Timeline for Achieving Improvement

Manner in Which Improvement Will be Assessed

Signature of Staff Member Date

Signature of Evaluator Date

Scale 0-20

0% - 40%		41% - 60%		61% - 80%		81% - 100%	
Ineffective		Developing		Effective		Highly Effective	
0	0% - 12%	3	41% - 44%	9	61% - 63%	18	81% - 85%
1	13% - 26%	4	45% - 48%	10	64% - 66%	19	86% - 90%
2	27% - 40%	5	49% - 51%	11	67% - 68%	20	91% - 100%
		6	52% - 54%	12	69% - 70%		
		7	55% - 57%	13	71% - 72%		
		8	58% - 60%	14	73% - 74%		
				15	75% - 76%		
				16	77% - 78%		
				17	79% - 80%		

Scale 0-15

0% - 40%		41% - 60%		61% - 80%		81% - 100%	
Ineffective		Developing		Effective		Highly Effective	
0	0% - 12%	3	41% - 44%	8	61% - 63%	14	81% - 90%
1	13% - 26%	4	45% - 48%	9	64% - 66%	15	91% - 100%
2	27% - 40%	5	49% - 52%	10	67% - 69%		
		6	53% - 56%	11	70% - 72%		
		7	57% - 60%	12	73% - 76%		
				13	77% - 80%		

Marzano Rubric HEDI Conversion Table (60 pts.)

Total Average Rubric Score	Conversion Score for Composite
Ineffective 0-49	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49

Total Average Rubric Score	Conversion Score for Composite
Developing 50-56	
1.50	50
1.60	50.7
1.70	51.4
1.80	52.1
1.90	52.8
2.00	53.5
2.10	54.2
2.20	54.9
2.30	55.6
2.40	56.3
Effective 57-58	
2.50	57
2.60	57.2
2.70	57.4
2.80	57.6
2.90	57.8
3.00	58
3.10	58.2
3.20	58.4
3.30	58.6
3.40	58.8
Highly Effective 59-60	
3.50	59
3.60	59.3
3.70	59.5
3.80	59.8
3.90	60
4.00	60.25 (round to 60)

PIONEER CENTRAL PRINCIPAL IMPROVEMENT PLAN

NAME _____

SCHOOL _____

SCHOOL YEAR _____

Area(s) in Need of Improvement	Desired Outcomes	Timeline for achieving Desired Outcomes	Activities to Support the Achievement of the Desired Outcomes	Resources to be provided by the District	Evidence to Support Achievement of Desired Outcomes	Was Desired Outcome Achieved (Y/N date)

Duplicate as necessary

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

 4/23/15

Teachers Union President Signature: Date:

 4/23/15

Administrative Union President Signature: Date: 4/23/15



Board of Education President Signature: Date: 04/23/15



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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

A rectangular box containing a handwritten signature on the left and the date "4/23/15" on the right.