



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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December 12, 2012

Jeanne M. Dangle, Superintendent
Baldwinsville Central School District
29 East Oneida Street
Baldwinsville, NY 13027

Dear Superintendent Dangle:

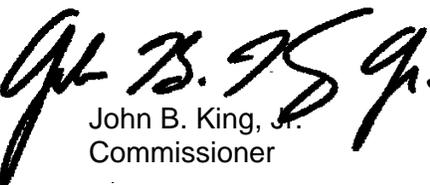
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: J. Francis Manning

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 03, 2012

Updated Wednesday, December 05, 2012

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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 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 : 420901060000

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

420901060000

1.2) School District Name: BALDWINSVILLE CSD

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

BALDWINSVILLE CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, May 03, 2012

Updated Wednesday, December 12, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

2.1) Assurances Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

The attached information below is from our APPR Plan for the State Provided Growth Score where a score is not

<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>provided by the State. The information shows the specific formula used to determine point allocations for teachers using a SLO. These formulas demonstrate that each teacher will have the ability to receive every rating from 0-20 points (or 0-25 for teachers with value-added scores). This information from the District APPR plan applies to all teachers in the district</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>Details of the process for assigning points can be found in the attachment. Teachers receiving a score in this range have exceeded the district's expectation for this group of students.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Details of the process for assigning points can be found in the attachment. Teachers receiving a score in this range have met the district's expectation for this group of students.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Details of the process for assigning points can be found in the attachment. Teachers receiving a score in this range have not met the the district's growth expectation for this group of students.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Details of the process for assigning points can be found in the attachment. Teachers receiving a score in this range have fallen far below the district's expectation for this group of students.</p>

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	AIMSWeb Math
1	State-approved 3rd party assessment	AIMSWeb Math
2	State-approved 3rd party assessment	AIMSWeb Math
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<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 attached information below is from our APPR Plan for the State Provided Growth Score where a score is not provided by the State. The information shows the specific formula used to determine point allocations for teachers using a SLO. These formulas demonstrate that each teacher will have the ability to receive every rating from 0-20 points (or 0-25 for teachers with value-added scores). This information from the District APPR plan applies to all teachers in the district</p>
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2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Baldwinsville developed 6th grade summative course specific assessment
7	District, regional or BOCES-developed assessment	Baldwinsville created 7th grade summative course specific 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The attached information below is from our APPR Plan for the State Provided Growth Score where a score is not provided by the State. The information shows the specific formula used to determine point allocations for teachers using a SLO. These formulas demonstrate that each teacher will have the ability to receive every rating from 0-20 points (or 0-25 for teachers with value-added scores). This information from the District APPR plan applies to all teachers in the district
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Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Details of the process for assigning points can be found in the attachment. Teachers receiving a score in this range have met the district's expectation for this group of

students.

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

Details of the process for assigning points can be found in the attachment. Teachers receiving a score in this range have not met the the district's growth expectation for this group of students.

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

Details of the process for assigning points can be found in the attachment. Teachers receiving a score in this range have fallen far below the district's expectation for this group of students.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Baldwinsville developed summative course specific 6th grade assessment
7	District, regional or BOCES-developed assessment	Baldwinsville developed summative course specific 7th grade assessment
8	District, regional or BOCES-developed assessment	Baldwinsville developed summativecourse specific 8th grade assessment

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

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

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

Details of the process for assigning points can be found in the attachment. Teachers receiving a score in this range have exceeded the district's expectation for this group of students.

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

Details of the process for assigning points can be found in the attachment. Teachers receiving a score in this range have met the district's expectation for this group of students.

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

Details of the process for assigning points can be found in the attachment. Teachers receiving a score in this range have not met the the district's growth expectation for this group of students.

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

Details of the process for assigning points can be found in the attachment. Teachers receiving a score in this range have fallen far below the district's expectation for this group of students.

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	Baldwinsville developed course specific summative assessment 9th grade

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

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

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2.7) High School Science Regents Courses

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

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

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

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

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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

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

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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	Baldwinsville developed course specific summative 9th grade assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Baldwinsville developed course specific summative 10th grade assessment
Grade 11 ELA	Regents assessment	Regents assessment (ELA)

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances

in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

<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 attached information below is from our APPR Plan for the State Provided Growth Score where a score is not provided by the State. The information shows the specific formula used to determine point allocations for teachers using a SLO. These formulas demonstrate that each teacher will have the ability to receive every rating from 0-20 points (or 0-25 for teachers with value-added scores). This information from the District APPR plan applies to all teachers in the district</p>
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2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Grade K-8 Reading	State Assessment	Grade level appropriate ELA State Assessment
K-8 Special Education	State Assessment	Grade level appropriate ELA State Assessment
ELL K-12	State Assessment	Grade level appropriate ELA State Assessment
Special Classes Special Education -12	State Assessment	Grade level appropriate ELA State Assessment
Visual Impaired Instruction	State Assessment	Grade level appropriate ELA State Assessment
Resource Instruction K-11	State Assessment	Grade level appropriate ELA State Assessment
Resource Instruction Grade 12	District, Regional or BOCES-developed	Baldwinsville created ELA, Participation in Government and Economics course specific summative assessments
All other teachers not named above	District, Regional or BOCES-developed	Baldwinsville created course specific summative assessment

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

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<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Details of the process for assigning points can be found in the attachment. Teachers receiving a score in this range have exceeded the district's expectation for this group of students.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Details of the process for assigning points can be found in the attachment. Teachers receiving a score in this range have met the district's expectation for this group of students.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Details of the process for assigning points can be found in the attachment. Teachers receiving a score in this range have not met the district's expectation for this group of students.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Details of the process for assigning points can be found in the attachment. Teachers receiving a score in this range have fallen far below the district's expectation for this group of students.</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.

assets/survey-uploads/5364/124154-TXEttx9bQW/Teacher Student Growth Measures_3.pdf

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

No controls or adjustments are allowed

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Wednesday, June 27, 2012

Updated Wednesday, December 12, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSWeb
5	4) State-approved 3rd party assessments	AIMSWeb
6	4) State-approved 3rd party assessments	AIMSWeb
7	5) District, regional, or BOCES–developed assessments	Baldwinsville developed course specific summative assessment

8	4) State-approved 3rd party assessments	AIMSWeb
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For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The document attached below is an excerpt from the mutually agreed upon and BOE approved APPR plan. This provides the formulas and scales for the various measurements of teachers in the Locally Selected Measure section of APPR. This excerpt was developed to provide clear information to building principals and teachers regardless of the options chosen. (LAT, Local assessment, etc.)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have exceeded the district's expectation for these students.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have met the district's expectation for these students.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have not met the district's expectation for these students.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have fallen far below the district's expectation for these students.

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSWeb
5	4) State-approved 3rd party assessments	AIMSWeb
6	3) Teacher specific achievement or growth score computed locally	6th grade NYS State Math Assessment
7	5) District, regional, or BOCES–developed assessments	Baldwinsville developed course specific Grade 7 summative assessment
8	4) State-approved 3rd party assessments	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.

<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>The document attached below is an excerpt from the mutually agreed upon and BOE approved APPR plan. This provides the formulas and scales for the various measurements of teachers in the Locally Selected Measure section of APPR. This excerpt was developed to provide clear information to building principals and teachers regardless of the options chosen. (LAT, Local assessment, etc.)</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have exceeded the district's expectation for these students.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have met the district's expectation for these students.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have not met the district's expectation for these students.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have fallen far below the district's expectation for these students.</p>

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/146489-rhJdBgDruP/Teacher Student Achievement Measures_3.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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWeb
1	4) State-approved 3rd party assessments	AIMSWeb
2	4) State-approved 3rd party assessments	AIMSWeb
3	4) State-approved 3rd party assessments	AIMSWeb

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The document attached below is an excerpt from the mutually agreed upon and BOE approved APPR plan. This provides the formulas and scales for the various measurements of teachers in the Locally Selected Measure section of APPR. This excerpt was developed to provide clear information to building principals and teachers regardless of the options chosen. (LAT, Local assessment, etc.)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have exceeded the district's expectation for these students.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have met the district's expectation for these students.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have not met the district's expectation for these students
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have fallen far below the district's expectation for these students.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWeb
1	4) State-approved 3rd party assessments	AIMSWeb
2	4) State-approved 3rd party assessments	AIMSWeb
3	4) State-approved 3rd party assessments	AIMSWeb

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The document attached below is an excerpt from the mutually agreed upon and BOE approved APPR plan. This provides the formulas and scales for the various measurements of teachers in the Locally Selected Measure section of APPR. This excerpt was developed to provide clear information to building principals and teachers regardless of the options chosen. (LAT, Local assessment, etc.)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have exceeded the district's expectation for these students.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have met the district's expectation for these students.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have not met the district's expectation for these students
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have fallen far below the district's expectation for these students.

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	AIMSWeb
7	5) District, regional, or BOCES–developed assessments	Baldwinsville District developed course specific Grade 8 summative assessment
8	5) District, regional, or BOCES–developed assessments	Baldwinsville District developed course specific developed Grade 8 summative assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The document attached below is an excerpt from the mutually agreed upon and BOE approved APPR plan. This provides the formulas and scales for the various measurements of teachers in the Locally Selected Measure section of APPR. This excerpt was developed to provide clear information to building principals and teachers regardless of the options chosen. (LAT, Local assessment, etc.)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have exceeded the district's expectation for these students.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have met the district's expectation for these students.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have not met the district's expectation for these students
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have fallen far below the district's expectation for these students.

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	AIMSWeb
7	5) District, regional, or BOCES–developed assessments	Baldwinsville District course specific developed Grade 7 summative assessment
8	5) District, regional, or BOCES–developed assessments	Baldwinsville District developed course specific Grade 8 summative assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The document attached below is an excerpt from the mutually agreed upon and BOE approved APPR plan. This provides the formulas and scales for the various measurements of teachers in the Locally Selected Measure section of APPR. This excerpt was developed to provide clear information to building principals and teachers regardless of the options chosen. (LAT, Local assessment, etc.)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have exceeded the district's expectation for these students.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have met the district's expectation for these students.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have not met the district's expectation for these students

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

Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have fallen far below the district's expectation for these students.

3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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

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

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

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

The document attached below is an excerpt from the mutually agreed upon and BOE approved APPR plan. This provides the formulas and scales for the various measurements of teachers in the Locally Selected Measure section of APPR. This excerpt was developed to provide clear information to building principals and teachers regardless of the options chosen. (LAT, Local assessment, etc.)

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

Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have exceeded the district's expectation for these students.

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

Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have met the district's expectation for these students.

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

Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have not met the district's expectation for these students

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

Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have fallen far below the district's expectation for these

students.

3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The document attached below is an excerpt from the mutually agreed upon and BOE approved APPR plan. This provides the formulas and scales for the various measurements of teachers in the Locally Selected Measure section of APPR. This excerpt was developed to provide clear information to building principals and teachers regardless of the options chosen. (LAT, Local assessment, etc.)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have exceeded the district's expectation for these students.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have met the district's expectation for these students.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have not met the district's expectation for these students
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have fallen far below the district's expectation for these students.

3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The document attached below is an excerpt from the mutually agreed upon and BOE approved APPR plan. This provides the formulas and scales for the various measurements of teachers in the Locally Selected Measure section of APPR. This excerpt was developed to provide clear information to building principals and teachers regardless of the options chosen. (LAT, Local assessment, etc.)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have exceeded the district's expectation for these students.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have met the district's expectation for these students.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have not met the district's expectation for these students.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have fallen far below the district's expectation for these students.

3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The document attached below is an excerpt from the mutually agreed upon and BOE approved APPR plan. This provides the formulas and scales for the various measurements of teachers in the Locally Selected Measure section of APPR. This excerpt was developed to provide clear information to building principals and teachers regardless of the options chosen. (LAT, Local assessment, etc.)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have exceeded the district's expectation for these students.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have met the district's expectation for these students.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have not met the district's expectation for these students
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Teachers receiving a score in this range have fallen far below the district's expectation for these students.

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
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and upload that file here.

assets/survey-uploads/5139/146489-y92vNseFa4/Teacher Student Achievement Measures_4.pdf

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

The attached graphic to explain our process for assigning HEDI categories has adjustments in the targets for SWD

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.

Any teacher who has more than one locally selected measure will have their scores combined. Scores will be weighted by the number of students in each subject or class they teach so that the final score accurately reflects the total number of students taught who took those assessments and were measured.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Wednesday, June 27, 2012

Updated Wednesday, November 07, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

*The remaining 60 points out of the total 100 point composite score is based on other measures of teacher effectiveness consistent with the standards prescribed by the Commissioner in regulation. The District and the Association have agreed that the Danielson Framework for Teaching rubric will be utilized by the District to score this section of the evaluation. In order to support continuous professional growth, classroom observations which consist of a combination of formal (longer) and mini (shorter) observations, will be conducted for all teachers. The Standards for Professional Responsibilities and Collaboration (Standard 6) and Professional Growth (Standard 7) will also be evaluated by the administrator as part of the summative evaluation by the end of the school year. The following seven standards will each be worth the following points toward the total possible score of 60 points:
Knowledge of Students and Student Learning: Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students. 10pts*

Knowledge of Content and Instructional Planning: Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students. 10pts

Instructional Practice: Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards. 15pts

Learning Environment: Teachers work with all students to create a dynamic learning environment that supports achievement and growth. 5pts

Assessment for Student Learning: Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. This includes assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction 10pts

Professional Responsibilities and Collaboration: Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. This includes the development of effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and 5pts

Professional Growth: Teachers set informed goals and strive for continuous professional growth. 5pts

For the evidence gathered through the observations and the review of Standard 6 and Standard 7, the teacher will receive their rating as described in the attached document.

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/5091/146490-eka9yMJ855/Teacher Multiple Measures of Effectiveness of the New York Teaching Standards.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.	3.700-4.000 on the attached graphic is correlated to a number from 59-60
Effective: Overall performance and results meet NYS Teaching Standards.	2.700-3.699 on the attached graphic is correlated to a number from 57-58
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	1.500-2.699 on the attached graphic is correlated to a number from 50-56
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	1.000-1.499 on the attached graphic is correlated to a number from 0-49

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	2
4.6) Observations of Probationary Teachers Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	2
4.7) Observations of Tenured Teachers Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, June 05, 2012

Updated Wednesday, November 07, 2012

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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.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Wednesday, June 27, 2012
Updated Tuesday, December 11, 2012

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

[assets/survey-uploads/5265/146491-Df0w3Xx5v6/FORMAL TIP Forms Sept 2012.pdf](#)

6.3) Appeals Process

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

- (1) the substance of the annual professional performance review

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

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

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

Any tenured teacher receiving an APPR composite rating of "effective" may challenge the APPR by appeal to the Lead Evaluator on the substance of the APPR. The teacher has the right to request representation from the Baldwinsville Teachers' Association. The basis for the appeal must be submitted to the Lead Evaluator in writing within fifteen (15) school days after the teacher has received the APPR composite rating. The Lead Evaluator shall meet with the teacher and representative, if requested, to discuss the appeal within five (5) school days of receipt of the written appeal. The Lead Evaluator's determination on the merits of the appeal shall be

submitted within fifteen (15) school days after the appeal is filed. The Lead Evaluator shall review the appeal and make any necessary and appropriate changes to the APPR composite score. Changes to the APPR composite score shall be submitted to the Superintendent of Schools. Said determination shall be binding.

Any tenured teacher receiving an APPR composite rating of “developing,” or “ineffective” may challenge the APPR by use of the procedure described herein.

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- 1. The substance of the APPR;*
- 2. The district’s failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law 3012-c and applicable rules and regulations;*
- 3. The district’s failure to comply with applicable locally negotiated procedures;*
- 4. The district’s failure to issue and/or implement the terms of the Teacher Improvement Plan (TIP), where applicable, as required under Education Law 3012-c.*

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

In order to be timely, the notification of the APPR appeal shall be filed, in writing, to the Lead Evaluator within fifteen (15) school days after the teacher has received the APPR. The BTA and the district may mutually agree to extend the fifteen (15) school day; however, in no case will this timeframe not be timely and expeditious. All grounds for the appeal must be included in the written appeal. Upon receipt of the written appeal, the Lead Evaluator shall have fifteen (15) school days from the date of receipt to reply. The Lead Evaluator shall review the appeal and make any necessary and appropriate changes to the APPR composite score. Changes to the APPR composite score shall be submitted to the Superintendent of Schools. If the Lead Evaluator does not concur with the appeal, he/she shall forward the appeal to the the four-member Labor-Management Panel.

A recommendation on the merits of the appeal will be rendered within ten (10) school days of receipt of the forwarded appeal by the Labor-Management Panel to the Superintendent of Schools. The panel will be comprised of two appointees from the BTA president and two appointees from the Assistant Superintendent for Human Resources. The members of the panel shall not work in the same building as the teacher filing the appeal. The Superintendent shall then render a decision within five (5) school days after receipt of the panel’s recommendation. The decision of the Superintendent will be final and binding provided that the timelines as delineated in the process are followed. If the Superintendent does not adhere to the time frames listed above, the appeal will be sustained and the teacher’s APPR score will be adjusted accordingly.

Notwithstanding the above, in the event that a tenured teacher receives two consecutive ineffective composite score ratings, the final tier in the appeal process will be to a mutually agreed upon impartial third party. The review to a third party shall be filed within five (5) school days after the Superintendent has notified the teacher of his/her decision. The third party will have thirty days (30) to review the appeal. The costs associated with a third party review shall be equally borne by and between the BTA and the school district. The third party’s decision will be final and it will be submitted to the Superintendent within thirty days the third party has reviewed the appeal. The superintendent shall then submit the third party’s decision in writing to the teacher within five (5) school days after the receipt of this final decision.

The parties may, by written agreement, extend the time limits for any appeal and/or response; however in no case will this time frame not be timely and expeditious.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The superintendent will ensure that all evaluators have been trained and certified as lead evaluators in accordance with regulation. The district will utilize BOCES Network Team evaluator training and other lead evaluator training and certification in accordance with SED procedures and processes. This process will ensure inter-rater reliability. To be a Lead Evaluator one must attend the defined training for the required time. There will be on-going training as needed to maintain inter-rater reliability. Lead evaluator training will include training on:

- 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;*
- 4) Application and use of the teacher rubric, including training on the effective application of such rubrics to observe teachers;*
- 5) Application and use of any assessment tools that the school district utilizes to evaluate its classroom teachers;*
- 6) Application and use of any locally selected measures of student achievement used by the district to evaluate its teachers;*
- 7) Use of the Statewide Instructional Reporting System;*
- 8) The scoring methodology 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 overall rating and their subcomponent ratings; and

9) Specific considerations in evaluating teachers of English language learners and students with disabilities.

The superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team and other trainings that meet NYS training requirements will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

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

K-5
6-7
8-9
10-12
(No response)
(No response)
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The State will provide a growth measure for all of our administrators
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The State will provide a growth measure for all of our administrators
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The State will provide a growth measure for all of our administrators
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The State will provide a growth measure for all of our administrators
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The State will provide a growth measure for all of our administrators

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 setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Wednesday, June 27, 2012

Updated Wednesday, December 12, 2012

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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.

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(a) achievement on State assessments	NYS 4-5 Math
6-7	(a) achievement on State assessments	NYS 6-7 ELA
8-9	(g) % achieving specific level on Regents or alternatives	NYS Regents Integrated Algebra
10-12	(f) % of students with advanced Regents or honors	Applicable NYS Regents Exams

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The document attached below is an excerpt from the mutually agreed upon and BOE approved APPR plan. This provides the formulas and scales for the various measurements of principal in the Locally Selected Measure section of APPR. This excerpt was developed to provide clear information to building principals regardless of the options chosen. (LAT, Local assessment, etc.)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Principal receiving a score in this range have exceeded the district's expectation for students.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Principal receiving a score in this range have met the district's expectation for students.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement	Details of the process for assessing points can be found in the attachment. Principal receiving a score in this range

for grade/subject.	have not met the district's expectation for students.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Details of the process for assessing points can be found in the attachment. Principal receiving a score in this range have fallen far below the district's expectation for students.

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

(No response)

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

assets/survey-uploads/5366/146493-qBFVOWF7fC/Principal Local Achievement Measure_2.pdf

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

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

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

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

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

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

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

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

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

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

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

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

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

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 setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

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.

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

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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.

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The remaining 60 points out of the 100 point composite score is based on other measures of effectiveness consistent with the ISSLC Standards prescribed by the Commissioner in regulation. The District and the Association that the Marshall's Principal Evaluation Rubric will be utilized by the District to rate this section of the evaluation. The following six domains will each be worth 10 points to comprise of the total 60 points:

Vision, Mission, and Goals: An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Teaching and Learning: An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Managing Organizational Systems and Safety: An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Collaborating with Families and Stakeholders: An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Ethics and Integrity: An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

The Education System: An educational leader ensures the success of all students by influencing interrelated systems of political, economic, legal and cultural contexts affecting education to advocate for their teachers' and students' needs.

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/5143/146494-pMADJ4gk6R/Principal Other Measure_1.pdf](assets/survey-uploads/5143/146494-pMADJ4gk6R/Principal%20Other%20Measure_1.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.	3.7000-4.000 - 59-60 points
Effective: Overall performance and results meet standards.	2.700-3.699 - 57-58 points
Developing: Overall performance and results need improvement in order to meet standards.	1.500-2.699 - 50-56 points
Ineffective: Overall performance and results do not meet standards.	1.000-1.499 - 0-49 points

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/146498-Df0w3Xx5v6/FORMAL PIP Forms June 2012 REVISED SECTIONS.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:

PRINCIPAL APPEAL PROCESS

Any principal receiving an APPR composite rating of "effective" may challenge the APPR by supplying additional evidence to the superintendent within ten (10) days of receiving their final rating. The superintendent can then make the decision to amend the rating to highly effective or let the effective rating remain. This determination shall be binding. Any principal receiving an APPR composite rating of "developing," or "ineffective", or tied to compensation may challenge the APPR by use of the procedure described herein. An appeal may be filed challenging the APPR based upon one or more of the following grounds:

1. The substance of the APPR;
2. The district's adherence to the standards and methodologies required such reviews, pursuant to Education Law 3020-c and Subpart 30-2 of the Rules of the Board of Regents;
3. The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's issuance and/or implementation of the terms of the principal improvement plan as required under Education Law 3012-c and Subpart 30-2 of the Rules of the Board of Regents;

A principal may not file multiple appeals regarding the same APPR composite rating. All grounds for appeal must be raised within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

The burden of proof shall be shared between the district and the principal. The principal shall bring facts upon which the principal seeks relief and evidence that the district and supporting district evidence is not factual. The district will provide all supporting evidence leading to the rating determination.

In order to be timely, the notification of the APPR appeal shall be filed, in writing, to the Principal Evaluator within fifteen (15) business days after the date that the principal has received the Summative Evaluation Rating. The BAPIS and the district may mutually agree to extend the fifteen (15) business days. All grounds for the appeal must be included in the written appeal. The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the Principal must submit a written description of the specific areas of disagreement over the performance review or the issuance of the implementation of the terms of the Principal Improvement Plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request by the same if such documents are available. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Upon receipt of the written appeal, the Principal Evaluator shall have ten (10) business days from the date of receipt of the appeal to reply. The Principal Evaluator shall review the appeal and may make any necessary and appropriate changes to the APPR composite score. If the Principal Evaluator does not concur with the appeal, he/she shall forward the appeal to the third party within five (5) days after the Principal Evaluator has notified the principal of his/her decision.

The third party has thirty days (30) upon receipt of the forwarded appeal to review the appeal and the third parties decision will be final. It will be submitted to the Superintendent within 30 days after the third party has reviewed the appeal. The superintendent shall then submit the third parties decision in writing to the principal within five (5) school days after the receipt of this final decision. The parties may, by written agreement, extend the time limits for any appeal and/or response; however in no case will this time frame not be timely and expeditious.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Evaluator Training

This process will be utilized to certify and recertify Lead Evaluators and ensure inter-rater reliability. The superintendent will ensure that all principal evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and other principal evaluator training and certification in accordance with SED procedures and processes. Principal evaluator training will include training on:

- 1) *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;*
- 4) *Application and use of principal rubric(s), including training on the effective application of such rubrics to observe a principal's practice;*
- 5) *Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its 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 locally selected measures of student achievement used by the district evaluate its principals;*
- 7) *Use of the Statewide Instructional Reporting System;*
- 8) *The scoring methodology 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 principal's overall rating and their subcomponent ratings; and*
- 9) *Specific considerations in evaluating principals of English language learners and students with disabilities.*

The superintendent will ensure that principal evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team or other principal training in accordance with SED procedures and processes will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations. Initial training consists of 20 hours and training will be on-going as needed.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, June 27, 2012

Updated Wednesday, December 12, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

<assets/survey-uploads/5581/146499-3Uqgn5g9Iu/Signature Sheet 121212.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.

Student Growth Measures

20% of the 100 % (or 20 out of the total 100 point composite score) overall teacher rating will be based on growth on State assessments where there is a state assessment. When value-added is implemented, the 20% will be increased to 25% (or 25 out of the total 100 point composite score).

Student growth means the change in student achievement for an individual student between two or more points in time.

Data that are provided by District will provide the number of points (out of possible 20 or 25) toward the composite score a teacher will be awarded for the student growth portion. The district will assign a score of 0-20 points for this sub-component, which will contribute to the educator's composite effectiveness score using the standards and scoring ranges for this subcomponent as prescribed in regulation.

Where the State has not determined the assessments that will be used, the District will determine the assessments that will be used for measuring student growth no later than September 15th of each school year. The assessments will be the same across subjects and/or grade levels within the district based on one of the following options decided by the district:

Option 1: District, regional, or BOCES developed assessments provided that the District or BOCES verifies comparability and rigor (common assessment).

Option 2: Overall student results in that teachers building based on State assessments.

Option 3: Third-party vender from approved State list.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.

The following ensures that all points (0-20) are possible scores for every teacher. Teachers who receive a value added score from NYS will have a point total in this section from 0-25 points, and subsequently, will have their locally selected measures point total in a range from 0-15 points.

A SLO will be required for those teachers without a State score. After evaluating the baseline assessment an appropriate class average growth target will be established. Their 0-20 points will be determined as follows:

1. If a teacher meets the agreed upon target goal established on the SLO (will be in the form of a percentage) the teacher will receive a score of 13.
2. If the students' scores exceed the established goal on the SLO (will be in the form of a percentage) the following formula will be used to determine the teacher's score (out of 20):
 - a. $13 + (y - x)(7 / (100 - x)) = \text{growth score}$
 - b. $x =$ the established class average target and
 - c. $y =$ the actual percentage of students reaching the growth target
 - d. $7 =$ represents the number of possible points that need to be proportionately allotted when a teacher exceeds the goal and therefore would receive more than the goal point score of 13
3. If the students' scores fall below the established SLO goal (will be in the form of a percentage) the following formula will be used to determine the teacher's score (out of 20):
 - a. $13 - (x - y)(13 / x) = \text{growth score}$

- b. x =the established class average target and
- c. y =the actual percentage of students reaching the growth target
- d. 13 in $13/x$ represents the points from 0-12 that need to be given a value and subtracted from the goal score of 13

All teachers will know which option will be used for their State Growth Measure no later than September 15th of each school year. The following options are available:

Option 1: District, regional, or BOCES developed assessments provided that the District or BOCES verifies comparability and rigor (common assessment).

Option 2: Overall student results in that teachers building based on State assessments.

Option 3: Third-party vender from approved State list.

The composite score will be a whole number and all standard rounding rules will apply.

Student Achievement Measures

20% of the 100 % (or 20 out of the total 100 point composite score) overall teacher rating will be based on regional or locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner.

When value-added is implemented, the 20% will be decreased to 15% (or 15 out of the total 100 point composite score).

Local assessments will be selected by grade level and/or subject area teacher who teach each course, working with the Lead Evaluator to ensure comparability, validity, rigor, degree to which the assessments can be aligned to State standards, and degree to which assessment(s) match the classroom instruction. The Lead Evaluator will submit to the Superintendent the agreed upon local assessment plan for all subject areas / grade levels within the school.

Each student's final assessment grade will be converted to a 1-4 rating using the method outlined below. If an IEP identified student takes the same exam as the Regular education students their assessment score will be scaled according to the chart below. As needed, other conversion charts will be created and mutually agreed on by the teacher and Lead Evaluator.

Rating Level	Regular Education Students	Students with IEP taking same exam	Regular Education Students AIMSWeb %tile	Students with IEP AIMSWeb %tile
4	100-85	100-75	76-100%tile	66-100%tile
3	84-75	74-65	25-75%tile	15-65%tile
2	74-65	64-55	10-24 %tile	4-14 %tile
1	Less than 65	Less than 55	Less than 10 %tile	Less than 4 %tile

The following scoring mechanism will be used to identify the relationship between achievement on the assessment and the transition to the Local Assessment subcomponent score.

Local Assessment Score = $\frac{([\# \text{ of students scoring level 2, 3, or 4}] + [\# \text{ of students scoring level 3 or 4}]) \times 10}{\# \text{ of students tested}}$

of students tested

Local Assessment Score = $\frac{([\# \text{ of students scoring level 2, 3, or 4}] + [\# \text{ of students scoring level 3 or 4}]) \times 7.5}{\# \text{ of students tested}}$

with Value-Added Measure

of students tested

Individual student assessment scores and the calculated Local Achievement score will be provided to the teacher within five (5) business days of confirmation of scores.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.

Student Achievement Measures

20% of the 100 % (or 20 out of the total 100 point composite score) overall teacher rating will be based on regional or locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner.

When value-added is implemented, the 20% will be decreased to 15% (or 15 out of the total 100 point composite score).

Local assessments will be selected by grade level and/or subject area teacher who teach each course, working with the Lead Evaluator to ensure comparability, validity, rigor, degree to which the assessments can be aligned to State standards, and degree to which assessment(s) match the classroom instruction. The Lead Evaluator will submit to the Superintendent the agreed upon local assessment plan for all subject areas / grade levels within the school.

Each student’s final assessment grade will be converted to a 1-4 rating using the method outlined below. If an IEP identified student takes the same exam as the Regular education students their assessment score will be scaled according to the chart below. As needed, other conversion charts will be created and mutually agreed on by the teacher and Lead Evaluator.

Rating Level	Regular Education Students	Students with IEP taking same exam	Regular Education Students AIMSWeb %tile	Students with IEP AIMSWeb %tile
4	100-85	100-75	76-100%tile	66-100%tile
3	84-75	74-65	25-75%tile	15-65%tile
2	74-65	64-55	10-24 %tile	4-14 %tile
1	Less than 65	Less than 55	Less than 10 %tile	Less than 4 %tile

The following scoring mechanism will be used to identify the relationship between achievement on the assessment and the transition to the Local Assessment subcomponent score.

$$\text{Local Assessment Score} = \frac{([\# \text{ of students scoring level 2, 3, or 4}] + [\# \text{ of students scoring level 3 or 4}]) \times 10}{\# \text{ of students tested}}$$

$$\text{Local Assessment Score} = \frac{([\# \text{ of students scoring level 2, 3, or 4}] + [\# \text{ of students scoring level 3 or 4}]) \times 7.5}{\# \text{ of students tested}}$$

with Value-Added Measure

Individual student assessment scores and the calculated Local Achievement score will be provided to the teacher within five (5) business days of confirmation of scores.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students’ work if the results of the assessments will factor into their evaluation.

Multiple Measures of Effectiveness of the New York Teaching Standards

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score is based on multiple measures of teacher effectiveness consistent with New York State Teaching Standards prescribed by the Commissioner in regulation.

- **Knowledge of Students and Student Learning:** Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students. **10pts**
- **Knowledge of Content and Instructional Planning:** Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students. **10pts**
- **Instructional Practice:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards. **15pts**
- **Learning Environment:** Teachers work with all students to create a dynamic learning environment that supports achievement and growth. **5pts**
- **Assessment for Student Learning:** Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. This includes assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction **10pts**
- **Professional Responsibilities and Collaboration:** Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. This includes the development of effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and **5pts**
- **Professional Growth:** Teachers set informed goals and strive for continuous professional growth. **5pts**

The primary purpose of evaluation in the District is the improvement of instruction. The requirements of Section 6.1 of the Baldwinsville Teachers' Contract Agreement apply to the activities of personnel for the purpose of preparing a summative evaluation of a Teacher's performance.

It is the intent of Article 6, Section 6.1.a.1 of the Baldwinsville Teachers' Contract Agreement that, at least two days prior to a scheduled classroom observation, the Lead Evaluator will conduct a pre-observation conference with the Teacher to discuss the planned lesson. No pre-conference is required for the mini observations.

It is the intent of Article 6, Section 6.1.a.2 of the Baldwinsville Teachers' Contract Agreement that a post-observation conference will be held between the Teacher being evaluated and the Lead Evaluator. At this post-observation conference the Teacher and Lead Evaluator will discuss the observation. Teacher input will be sought at the post conference prior to the observation feedback being written. Post-conferences shall be required for all observations. All evidence collected by the Lead Evaluator will be presented at the post-conference before it is finalized.

Classroom observations shall be conducted in accordance with the following procedures:

a) Classroom Observation Requirements

1. All non-tenured Teachers will be observed by scheduled classroom observations at least three (3) times a year, and by unannounced classroom mini-observations up to two (2) times a year.
2. All tenured Teachers will be observed by scheduled classroom observations at least one (1) time a year and by unannounced classroom mini observations up to two (2) times per year.
3. a. Classroom observations will be carried out using the model described in Section b. below.
b. Mini-observations will be carried out using the model described in Section c below.

4. Classroom observations and mini-observations shall be conducted at intervals which are reasonable, under the circumstances, to provide opportunity to correct any noted deficiencies. Reasonable intervals shall be no fewer than fifteen (15) school days after the Teacher has received the previous written classroom observation report, and no fewer than eight (8) school days after the Teacher has received the previous written classroom observation report for a mini-observation. Teachers shall be observed between October 1 and May 15.
5. All classroom evaluations will be based on the “Enhancing Professional Practice: A Framework for Teaching” rubric {Danielson 2007}

b) Classroom Observations Procedure

1. A pre-observation conference, when required by subparagraphs a.1. and a.2. hereof, will be held with the Teacher no more than two (2) school days prior to the classroom observation, at which time the Teacher and Lead Evaluator will discuss the planned lesson including the targeted curriculum learning standards for the class to be observed.
2. A post-observation conference will be held with the Teacher no more than five (5) school days after the scheduled classroom observations, as well as within 48 hours following the unannounced mini-observations, to discuss the same (By mutual consent, this time period may be extended for emergency reasons). For any of the seven (7) New York State Teaching Standards, the teacher and evaluator may provide evidence leading to the year-end summative evaluation as part of the post-observation conference. All evidence will be provided no later than May 15th.
3. The written observation feedback will be given to the teacher no more than five (5) school days after the completion of the post-observation conference. Included in the written observation feedback will be the scores based on the elements in the rubric.
4. Within five (5) school days of receipt of the written observation feedback, the Teacher will return a signed and dated copy to the Lead Evaluator. The Teacher’s signature does not indicate approval or disapproval of the content thereof.
5. The Teacher has the right to respond to the written observation feedback within five (5) school days of the Teacher’s signing and dating said report by attaching a written memorandum thereto. No writings shall be made upon the classroom observation report itself.

c) Mini-observation Procedure

1. The mini-observations shall be no less than five (5) minutes and no more than fifteen (15) minutes in duration.
2. The Lead Evaluator shall announce the intent upon arrival of a mini-observation.
3. Written feedback for the mini-observations from the Lead Evaluator will be given to the teacher within two (2) school days of the visit.
4. Within two (2) school days of receipt of the written mini-observation feedback, either party can request a post-observation conference. If a post-observation conference occurs, the finalized written mini-observation feedback will be provided to the teacher within two school days of the conference. Included in the written observation feedback will be the scores based on the elements in the rubric.
5. The Teacher will return a signed and dated copy to the Lead Evaluator. The Teacher’s signature does not indicate approval or disapproval of the content thereof.

6. The Teacher has the right to respond to the written mini-observation feedback within two (2) school days of the Teacher’s signing and dating said report by attaching a written memorandum thereto. No writings shall be made upon the classroom mini-observation report itself.

d) Scoring Procedures for Summative Evaluation

Each component of the rubric will be assigned to one (or more) of the New York State Teaching Standards in the following manner:

Standards	Knowledge of Student and Student Learning	Knowledge of Content and Instructional Planning	Instructional Practice	Learning Environment	Assessment for Student Learning	Professional Responsibility and Collaboration	Professional Growth
Points	10 points	10 Points	15 Points	5 Points	10 Points	5 Points	5 Points
Domain Component	1B, 1D, 4C	1A, 1C, 1D, 1E, 2B, 3C	1D, 1E, 2B, 3A, 3B, 3C, 3D, 3E	2A, 2B, 2C, 2D, 2E, 3C, 3E	1F, 3D, 3B, 4A,	2C, 4B, 4C, 4D, 4F	4A, 4D, 4E

A minimum of one quarter (1/4) of the elements for each Standard will be evaluated. The number of required elements to be evaluated will be rounded up. See chart below for required number of elements for each standard. Nothing prevents more elements from being evaluated during any year. Each element evaluated will be rated according to the rubric as Highly Effective (Distinguished), Effective (Proficient), Developing (Basic), or Ineffective (Unsatisfactory). An element may only be used once during the summative evaluation.

CHART: The minimum number of elements for each standard

NYS Standard	# of Components	# of Elements	Minimum # of elements evaluated (1/4)
1	3	11	3
2	6	21	6
3	6	32	8
4	7	22	6
5	4	13	4
6	5	20	5
7	3	9	3

The average rating for each standard will be calculated to the nearest 0.001 using standard rounding rules.

The overall Multiple Measures of Effectiveness rating will be based on the weighted average of the seven (7) standards using the following weighting:

Points	10	10	15	5	10	5	5
NYS Standard	1	2	3	4	5	6	7
Weight	2	2	3	1	2	1	1

The numerical rating for each standard will be multiplied by the above weight factor. The total average rubric score will be calculated to the nearest 0.001 using standard rounding rules.

APPR MULTIPLE MEASURES OF EFFECTIVENESS SUMMARY												
STANDARD	1	1	2	2	3	3	3	4	5	5	6	7
AVERAGE STANDARD RATING												
TOTAL AVERAGE RUBRIC SCORE												
Multiple Measures of Effectiveness Score using conversion chart:												

Tenured teachers will be provided a Multiple Measures of Effectiveness score by June 15th of each school year. Either party may request a conference to discuss the contents of the Multiple Measures of Effectiveness score. Non-tenured teachers will be provided a Multiple Measures of Effectiveness score by June 15th at a conference to review the Multiple Measures of Effectiveness score.

The Total Average Rubric Score will be converted to the Multiple Measures of Effectiveness score using the chart below:

Total Average Rubric Score	Multiple Measures of Effectiveness Score
INEFFECTIVE	
1.000-1.007	0
1.008-1.016	1
1.017-1.024	2
1.025-1.032	3
1.033-1.041	4
1.042-1.049	5
1.050-1.057	6
1.058-1.066	7
1.067-1.074	8
1.075-1.082	9
1.083-1.091	10
1.092-1.099	11
1.100-1.107	12
1.108-1.114	13
1.115-1.122	14
1.123-1.130	15
1.131-1.137	16
1.138-1.145	17
1.146-1.153	18
1.154-1.161	19
1.162-1.168	20

1.169-1.176	21
1.177-1.184	22
1.185-1.191	23
1.192-1.199	24
1.200-1.207	25
1.208-1.216	26
1.217-1.224	27
1.225-1.232	28
1.233-1.241	29
1.242-1.249	30
1.250-1.257	31
1.258-1.266	32
1.267-1.274	33
1.275-1.282	34
1.283-1.291	35
1.292-1.299	36
1.300-1.307	37
1.308-1.316	38
1.317-1.324	39
1.325-1.332	40
1.333-1.341	41
1.342-1.349	42
1.350-1.357	43
1.358-1.366	44
1.367-1.374	45
1.375-1.382	46
1.383-1.391	47
1.392-1.399	48
1.400-1.499	49
DEVELOPING	
1.500-1.599	50
1.600-1.799	51
1.800-1.899	52
1.900-2.099	53
2.100-2.199	54
2.200-2.399	55
2.400-2.699	56
EFFECTIVE	
2.700-3.199	57
3.200-3.699	58
HIGHLY EFFECTIVE	
3.700-3.799	59
3.800-4.000	60

**Baldwinsville Central School District
Annual Professional Performance Review Plan (APPR)**

BAPIS

Multiple Measures of Effectiveness

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score is based on multiple measures of leadership effectiveness consistent with New York State Leadership Standards prescribed by the Commissioner in regulation.

Using the Marshall Rubric

It is agreed that the Superintendent as the Lead Evaluator (LE) will complete the Marshall Rubric as outlined. Under each of the six (6) Domains {A. Diagnosis & Planning; B. Priority Management and Communication; C. Curriculum and Data; D. Supervision, Evaluation, and Professional Development} there are ten (10) Elements. The number of Elements to be evaluated is outlined below.

Number of Elements to be evaluated

If the final composite score of the Marshall Rubric yields a final rating of Highly Effective or Effective then the Lead Evaluator must complete a minimum of one-quarter of the Elements per Domain. This yields a minimum of three (3) Elements per Domain.

If the final composite score of the Marshall Rubric yields a final rating of Developing or Ineffective, then the Lead Evaluator must complete a minimum of six (6) Elements per Domain.

Calculating the Final Composite Score

After scoring each Element within a Domain (the number to be evaluated per above), the LE will total the individual Element rubric points for that Domain. This total is then divided by the number of Elements scored and yields an average rubric score for that Domain.

Each Element is worth a point value per below:

4-Highly Effective, **3**- Effective, **2**- Improvement Necessary or **1**-Does Not Meet Standards.

The LE will complete all six (6) Domains and then take these six (6) scores and average them together to yield a final Total Average Rubric Score (TARS). The TARS will be converted to the Assessment of Leadership and Management (ALM) composite score using the chart below:

Total Average Rubric Score	Professional Practice Score
	INEFFECTIVE
1.000-1.007	0
1.008-1.016	1
1.017-1.024	2
1.025-1.032	3
1.033-1.041	4
1.042-1.049	5
1.050-1.057	6
1.058-1.066	7
1.067-1.074	8
1.075-1.082	9
1.083-1.091	10
1.092-1.099	11
1.100-1.107	12
1.108-1.114	13
1.115-1.122	14
1.123-1.130	15
1.131-1.137	16

1.138-1.145	17
1.146-1.153	18
1.154-1.161	19
1.162-1.168	20
1.169-1.176	21
1.177-1.184	22
1.185-1.191	23
1.192-1.199	24
1.200-1.207	25
1.208-1.216	26
1.217-1.224	27
1.225-1.232	28
1.233-1.241	29
1.242-1.249	30
1.250-1.257	31
1.258-1.266	32
1.267-1.274	33
1.275-1.282	34
1.283-1.291	35
1.292-1.299	36
1.300-1.307	37
1.308-1.316	38
1.317-1.324	39
1.325-1.332	40
1.333-1.341	41
1.342-1.349	42
1.350-1.357	43
1.358-1.366	44
1.367-1.374	45
1.375-1.382	46
1.383-1.391	47
1.392-1.399	48
1.400-1.499	49
DEVELOPING	
1.500-1.599	50
1.600-1.799	51
1.800-1.899	52
1.900-2.099	53
2.100-2.199	54
2.200-2.399	55
2.400-2.699	56
EFFECTIVE	
2.700-3.199	57
3.200-3.699	58
HIGHLY EFFECTIVE	
3.700-3.799	59
3.800-4.000	60

The overall rating that a principal receives may not be lower than the lowest rating in any category.

The Superintendent or designee will gather data for the “Other” 60 points in the following manner

At least **2** visits of 30 minutes or more to the building while school is in session. **One (1)** of the visits will be as agreed to between the superintendent and the building principal, one (1) will be unannounced. Upon entering the building, the superintendent or designee will notify the principal that he or she is present. Visits are to be completed no later than June 30.

Building Visits:

Feedback from the superintendent or designee will be given to the principal within five (5) days of the announced and unannounced visits

If the visit occurs during a school, department or grade level meeting being conducted by the principal, the superintendent will observe the meeting, but not participate within the meeting unless invited to do so.

Additional sources of information for the superintendent’s consideration in utilizing the rubric and instrument shall be:

Consider the following discussions and reviews in assessing performance of the principal in leadership and management:

- Principal will share data and shall conduct a joint critical analysis of the data (NYS School Report card, NYS testing, SLO, etc.) no later than January 1 including principal identification of actions to be taken to address components and agreed upon resources to be made available to the principal and building. No later than August 15, the principal and superintendent shall meet to review the related initiatives and actions of the principal over the year as well as the availability and utilization of district provided resources.
- Principal’s self-analysis on the rubric for the superintendent’s consideration and discussion.

BALDWINVILLE CENTRAL SCHOOL DISTRICT

OFFICE OF HUMAN RESOURCES
29 EAST ONEIDA STREET
BALDWINVILLE, NEW YORK 13027
315-638-6047

Date:

To

Re: Teacher Improvement Plan (TIP)

Dear:

Based on your summative evaluation rating of **developing/ineffective** for the 20__ / 20__ school year, this letter is intended to inform you of the need for a **Teacher Improvement Plan (TIP)**. This letter will also advise you with regard to the plan components.

Teacher Improvement Plan (TIP) Team – Teacher Improvement Plans shall be developed in consultation with the administrator(s) and you. You are also allowed to have union representation during this process. Accordingly, the following administrators will serve as members of your Teacher Improvement Team:

•
•
•
•

Development of the Plan – Although this letter will address some specific areas of concern, and will propose some particular remedial steps, the Plan will be most effective if it is the result of your careful consideration and input. Therefore, I ask that you consider the suggestions contained in this letter, and develop a Teacher Improvement Plan for the team to consider. I ask that you draft a proposal and send it via e-mail to **{INSERT: BUILDING PRINCIPAL}** on or before **{INSERT DAY & DATE}**. **{INSERT BUILDING PRINCIPAL}** will subsequently contact you to schedule a meeting with the entire Teacher Improvement Plan team to review, discuss and if necessary, make amendments to your proposed plan by **{INSERT DATE}**.

Identify Areas for Improvement – The proposed Teacher Improvement Plan should address the following concerns:

•
•
•
•

Strategies for Improvement – The Teacher Improvement Plan should include specific steps by which your skills may be improved. These steps will be primarily your personal responsibility. You are encouraged to consider what additional steps would be helpful to you, and to include those steps in your proposal.

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BALDWINVILLE CENTRAL SCHOOL DISTRICT

OFFICE OF HUMAN RESOURCES
 29 EAST ONEIDA STREET
 BALDWINVILLE, NEW YORK 13027
 315-638-6047

Timeline for Achieving Improvement – The following represents the progress review dates*:

•
•
•
•

*Other times/dates may be established beyond the four dates stated above.

Measures in which Improvement will be Assessed – The Teacher Improvement Plan should clearly articulate methods in which progress is measured. Pedagogical and tangible evidence shall be provided to the members of the TIP team. The following represent examples of evidence:

Date for Implementation	Date for Completion	Examples of Evidence

If there are other resources that you believe would be helpful to you in developing and implementing a meaningful Teacher Improvement Plan, please do not hesitate to bring your suggestions or requests to the team meeting that will be scheduled by { **PRINCIPAL/LEAD EVALUATOR**} after receipt of your proposed Plan on or before {**DATE**}.

Please sign where indicated below and return to the Office of Human Resources no later than _____. Your signature serves as acknowledgement of the following:

- You received this letter;
- You understand that you will be on a Teacher Improvement Plan (TIP) for the 20__-20__ school year;
- The attached document becomes the basis for your plan and once you have completed this document and your team has agreed to the document, it becomes your final TIP document for implementation; and
- A copy of this Teacher Improvement Plan will be placed in your personnel file

If you have questions, please feel welcome to contact me.

Sincerely,

Matthew J. McDonald
 Assistant Superintendent for Human Resources

Signature: _____
 {TEACHER}

 {DATE}

Signature: _____
 Jeanne M. Dangle, Superintendent

 {DATE}

BALDWINVILLE CENTRAL SCHOOL DISTRICT

OFFICE OF HUMAN RESOURCES
29 EAST ONEIDA STREET
BALDWINVILLE, NEW YORK 13027
315-638-6047

PROGRESS MONITORING DOCUMENTATION

This will be completed within 48 hours of each Progress Monitoring Meeting from the Superintendent or his/her designee and given to the TIP Team.

Meeting 1: Summary and discussion notes:

Team Initials: (Each team members initials indicate that they participated in this progress monitoring meeting, they understand and agree to the contents discussed/reviewed during the meeting and that the team is adhering to the agreed TIP) _____

Meeting 2: Summary and discussion notes:

Team Initials: (Each team members initials indicate that they participated in this progress monitoring meeting, they understand and agree to the contents discussed/reviewed during the meeting and that the team is adhering to the agreed TIP) _____

Meeting 3: Summary and discussion notes:

Team Initials: (Each team members initials indicate that they participated in this progress monitoring meeting, they understand and agree to the contents discussed/reviewed during the meeting and that the team is adhering to the agreed TIP) _____

Meeting 4: Summary and discussion notes:

Team Initials: (Each team members initials indicate that they participated in this progress monitoring meeting, they understand and agree to the contents discussed/reviewed during the meeting and that the team is adhering to the agreed TIP) _____

**Baldwinsville Central School District
Annual Professional Performance Review Plan (APPR)**

BAPIS

Student Achievement Measures

20% of the 100 % (or 20 out of the total 100 point composite score) overall principal rating will be based on regional or locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner.

When value-added is implemented, the 20% will be decreased to 15% (or 15 out of the total 100 point composite score).

The 15 or 20 points for locally selected measures of student achievement shall be based on an achievement target setting process to produce annual Local Achievement Targets (LAT) to be mutually agreed upon between the principal and superintendent. This plan developed shall include what approved assessment measures will be utilized, what expectations will be set and how points will be earned regarding achievement in relation to the targets. LATs will be consistent with established district goals. The superintendent shall verify comparability and rigor in the utilization of this achievement target-setting process as required by regulation. For all measures, the cohort of students utilized shall only include those continuously enrolled from BEDS Day to June 15 Annually. For all targets, the superintendent and principal shall identify one or two measures from the following NYSED identified options, or more if mutually agreed upon:

Student performance on any district-wide locally selected assessments approved for use in teacher evaluations

Achievement on state tests (ie % proficient or advanced in ELA and Math grades 4-8 and/or Regents)

Growth or achievement for student subgroups (SWD ELL) on State Assessments in ELA and Math grades 4-8 and/or Regents)

Growth or achievement for students in ELA and Math grades 4-8 and/or Regents starting at specific performance levels (ie level 1,2) on state or other assessments.

Percent of cohort achieving specified scores on Regents exams, AP, IB or other Regents-equivalents

Graduation rates (4,5,6 years) and/or dropout rates

Graduation % with Advanced Regents designation and/or honors

Credit accumulation (ie 9th and 10th grade) or other strong predictor of progress to graduation

Student Learning Objectives if principals do not have state-provided growth or value-added measures for the growth subcomponent (1st 20th)

Their 0-20 points will be determined as follows:

Option 1: District, regional, or BOCES developed assessments provided that the District or BOCES verifies comparability and rigor (common assessment).

Option 2: Overall student results in that principals building based on State assessments.

Option 3: Third-party vender from approved State list.

. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.

The following ensures that all points (0-20) are possible scores for every principal. Principals who receive a value added score from NYS will have a point total in this section from 0-25 points, and subsequently, will have their locally selected measures point total in a range from 0-15 points.

Formula A for Principal Achievement Score out of 20

1. If a principal meets the agreed upon local achievement target the principal will receive a score of 13.
2. If the principals' scores exceed the established local achievement target, the following formula will be used to determine the principal's score (out of 20):
 - a. $13+(y-x)(7/(100-x))$ =achievement score
 - b. x=the established achievement target and
 - c. y=the actual percentage of students meeting the achievement target
 - d. 7= represents the number of possible points that need to be proportionately allotted when a principal exceeds the target and therefore would receive more than the target point score of 13
3. If the principals' scores fall below the established local achievement target the following formula will be used to determine the principal's score (out of 20):
 - a. $13-(x-y)(13/x)$ =achievement score
 - b. x=the established achievement target and
 - c. y=the actual percentage of students meeting the achievement target
 - d. 13 in $13/x$ represents the points from 0-12 that need to be given a value and subtracted from the goal score of 13

Formula B for Principal achievement score out of 15

- 1) If the principal meets the agreed upon target established on the LAT (will be in the form of a percentage) the principal will receive a score of 11.
- 2) If the achievement data exceeds the established goal on the LAT (will be in the form of a percentage) the following formula will be used to determine the principal's score (out of 15):

- a. $10.5+(y-x)(5.5/(100-x))$ = Achievement Score
- b. x = the established goal
- c. y = the actual percentage of student achievement
- d. 5.5 = represents the number of possible points that need to be proportionally allotted when a teacher exceeds the median effective score of 10.5

Note: When determining the final achievement score, standard rounding rules will apply to the nearest whole number

- 3) If the achievement data falls below the established goal on the LAT (will be in the form of a percentage) the following formula will be used to determine the principal's score (out of 15):

- a. $10.5 - (x - y)(11.5/x) = \text{Achievement Score}$
- b. $x =$ the established goal
- c. $y =$ the actual percentage of student achievement
- d. 11.5 in $11.5/x$ represents the points that need to be given a value and subtracted from the median effective score of 10.5

Note: When determining the final achievement score, standard rounding rules will apply to the nearest whole number

BALDWINVILLE CENTRAL SCHOOL DISTRICT

OFFICE OF HUMAN RESOURCES
29 EAST ONEIDA STREET
BALDWINVILLE, NEW YORK 13027
315-638-6047

Date:

To

Re: Principal Improvement Plan (PIP)

Dear:

Based on your summative evaluation rating of **developing/ineffective** for the 20__ / 20__ school year, this letter is intended to inform you of the need for a **Principal Improvement Plan (PIP)**. This letter will also advise you with regard to the plan components.

Principal Improvement Plan (PIP) Team – Principal Improvement Plans shall be developed in consultation with you and 1-2 members of the District Cabinet. You are also allowed to have union representation during this process and have the option of having a principal colleague work with you. The following will serve as members of your Principal Improvement Plan. Only the members of the District Cabinet are responsible for assessing and evaluating your progress under your Plan (note: If you should choose to have Union Representation and/or a principal colleague assist you in designing your PIP, they will not be evaluating your progress):

•
•
• (Optional Union Rep/Non-evaluative)
• (Optional Principal Colleague/Non-evaluative)

Development of the Plan – Although this letter will address some specific areas of concern, and will propose some particular remedial steps, the Plan will be most effective if it is the result of your careful consideration and input. Therefore, I ask that you consider the suggestions contained in this letter, and develop a Principal Improvement Plan for the team to consider. I ask that you draft a proposal and send it via e-mail to *{INSERT: SUPERINTENDENT NAME}* on or before *{INSERT DAY & DATE}*. *{INSERT SUPERINTENDENT}* will subsequently contact you to schedule a meeting with your designated Principal Improvement Plan team to review, discuss and if necessary, make amendments to your proposed plan by *{INSERT DATE}*.

Identify Areas for Improvement – The proposed Principal Improvement Plan should address the following concerns (note: The Principal will have input into the Areas for Improvement):

•
•
•
•

BALDWINVILLE CENTRAL SCHOOL DISTRICT

OFFICE OF HUMAN RESOURCES
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BALDWINVILLE, NEW YORK 13027
315-638-6047

Strategies for Improvement – The Principal Improvement Plan should include specific steps by which your skills may be improved. These steps will be primarily your personal responsibility. You are encouraged to consider what additional steps would be helpful to you, and to include those steps in your proposal.

•
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•
•

Timeline for Achieving Improvement – Will be at the end of the 20__ school year. Progress monitoring dates for this plan will be determined at the initial Team Meeting

Measures in which Improvement will be Assessed – The Principal Improvement Plan should clearly articulate methods in which progress is measured. Pedagogical and tangible evidence shall be provided to the members of the PIP team.

Areas For Improvement	Key Measures

If there are other resources that you believe would be helpful to you in developing and implementing a meaningful Principal Improvement Plan, please do not hesitate to bring your suggestions or requests to the team meeting that will be scheduled by { LEAD EVALUATOR} after receipt of your proposed Plan on or before {DATE}.

Please sign where indicated below and return to the Office of Human Resources no later than _____. Your signature serves as acknowledgement of the following:

- You received this letter
- You understand that you will be on a Principal Improvement Plan (PIP) for the 20__-20__ school year
- The attached document becomes the basis for your plan and once you have completed this document and your team has agreed to the document, it becomes your final PIP document for implementation
- A copy of this Principal Improvement Plan will be placed in your personnel file

If you have questions, please feel welcome to contact me.

Sincerely,

Matthew J. McDonald
Assistant Superintendent for Human Resources

Signature: _____

{PRINCIPAL}

{DATE}

BALDWINVILLE CENTRAL SCHOOL DISTRICT

OFFICE OF HUMAN RESOURCES
29 EAST ONEIDA STREET
BALDWINVILLE, NEW YORK 13027
315-638-6047

Principal Improvement Plan Document

This will be the final plan, once the Principal and the PIP Team have met and agreed upon its contents.

Principal Improvement Plan (PIP) Team

•
•
• (Optional Union Rep. /Non-Evaluative)
• (Optional Principal Colleague/Non-Evaluative)

Identify Areas for Improvement

•
•
•
•

Strategies for Improvement

•
•
•
•

Progress Monitoring Dates

•
•
•
•

*Other times/dates may be established beyond the four dates stated above.

Measures in which Improvement will be Assessed

Areas For Improvement	Key Measures

Signature: _____
{Principal} Date

Signature: _____
{Evaluating Team Members} Date

BALDWINVILLE CENTRAL SCHOOL DISTRICT

OFFICE OF HUMAN RESOURCES
29 EAST ONEIDA STREET
BALDWINVILLE, NEW YORK 13027
315-638-6047

PROGRESS MONITORING DOCUMENTATION

This will be completed within 48 hours of each Progress Monitoring Meeting from the Superintendent or his/her designee and given to the PIP Team.

Meeting 1: Summary and discussion notes:

Team Initials: (Each team members initials indicate that they participated in this progress monitoring meeting, they understand and agree to the contents discussed/reviewed during the meeting and that the team is adhering to the agreed PIP) _____

Meeting 2: Summary and discussion notes:

Team Initials: (Each team members initials indicate that they participated in this progress monitoring meeting, they understand and agree to the contents discussed/reviewed during the meeting and that the team is adhering to the agreed PIP) _____

Meeting 3: Summary and discussion notes:

Team Initials: (Each team members initials indicate that they participated in this progress monitoring meeting, they understand and agree to the contents discussed/reviewed during the meeting and that the team is adhering to the agreed PIP) _____

Meeting 4: Summary and discussion notes:

Team Initials: (Each team members initials indicate that they participated in this progress monitoring meeting, they understand and agree to the contents discussed/reviewed during the meeting and that the team is adhering to the agreed PIP) _____

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 make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

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

Signatures, dates

Superintendent Signature: Date:

Jeanne M. Dangle 12/12/12

Teachers Union President Signature: Date:

Elizabeth 12/12/12

Administrative Union President Signature: Date:

Tony P. Colonno 12/12/12

Board of Education President Signature: Date:

Bernell E. Wells 12/12/12