



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

August 30, 2012

Dr. Roger J. Klatt, Superintendent
Barker Central School District
1628 Quaker Road
Barker, NY 14012

Dear Superintendent Klatt:

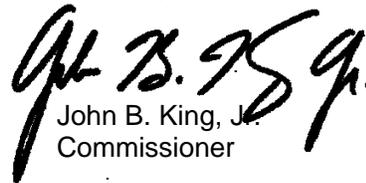
Congratulations. I am pleased to inform you that your multi-year (2012-2015) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: Clark J. Godshall

NOTE: 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.

Annual Professional Performance Reviews: 2012-13

Created Tuesday, May 22, 2012

Updated Monday, August 20, 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 : 401301040000

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

401301040000

1.2) School District Name: BARKER CSD

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

BARKER 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):

-
- Performance Improvement Grant
-

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.

2012 - 2015

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

Created Tuesday, May 22, 2012

Updated Monday, August 20, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses 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	District, regional, or BOCES-developed assessment	O/N BOCES - Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	O/N BOCES - Developed 1st grade ELA Assessment
2	District, regional, or BOCES-developed assessment	O/N BOCES - Developed 2nd grade ELA Assessment
	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district reviewed exemplars as provided by NYS. The attached scale in 2.11 below outlines the HEDI developed district scale.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The district certifies that 85-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The district certifies that 75-84% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The district certifies that 66-74% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The district certifies that 0-65% of students reached the targeted SLO objectives.

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	District, regional, or BOCES-developed assessment	O/N BOCES - Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	O/N BOCES - Developed First Grade Math Assessment
2	District, regional, or BOCES-developed assessment	O/N BOCES - Developed Grade 2 Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district reviewed exemplar as provided by NYS. The attached scale in 2.11 below outlines the HEDI developed district scale.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The district certifies that 85-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The district certifies that 75-84% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The district certifies that 66-74% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The district certifies that 0-65% of students reached the targeted SLO objectives.

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	O/N BOCES - Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	O/N BOCES - Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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 district reviewed exemplar as provided by NYS. The attached scale in 2.11 below outlines the HEDI developed district scale.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The district certifies that 85-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The district certifies that 75-84% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The district certifies that 66-74% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The district certifies that 0-65% of students reached the targeted SLO objectives.

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	O/N BOCES - Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	BOCES - Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	BOCES - Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district reviewed exemplar as provided by NYS. The attached scale in 2.11 below outlines the HEDI developed district scale.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The district certifies that 85-100% of students reached the targeted SLO objectives.

Effective (9 - 17 points) Results meet District goals for similar students.	The district certifies that 75-84% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below District goals for similar students.	The district certifies that 66-74% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The district certifies that 0-65% of students reached the targeted SLO objectives.

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	O/N BOCES - Developed Grade 9 Global History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district reviewed exemplar as provided by NYS. The attached scale in 2.11 below outlines the HEDI developed district scale.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The district certifies that 85-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet District goals for similar students.	The district certifies that 75-84% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below District goals for similar students.	The district certifies that 66-74% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The district certifies that 0-65% of students reached the targeted SLO objectives.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district reviewed exemplar as provided by NYS. The attached scale in 2.11 below outlines the HEDI developed district scale.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The district certifies that 85-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet District goals for similar students.	The district certifies that 75-84% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below District goals for similar students.	The district certifies that 66-74% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The district certifies that 0-65% of students reached the targeted SLO objectives.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district reviewed exemplar as provided by NYS. The attached scale in 2.11 below outlines the HEDI developed district scale.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The district certifies that 85-100% of students reached the targeted SLO objectives.

Effective (9 - 17 points) Results meet District goals for similar students.	The district certifies that 75-84% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below District goals for similar students.	The district certifies that 66-74% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The district certifies that 0-65% of students reached the targeted SLO objectives.

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	O/N BOCES - Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	O/N BOCES - Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Regents Exams

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district reviewed exemplar as provided by NYS. The attached scale in 2.11 below outlines the HEDI developed district scale.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The district certifies that 85-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet District goals for similar students.	The district certifies that 75-84% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below District goals for similar students.	The district certifies that 66-74% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The district certifies that 0-65% of students reached the targeted SLO objectives.

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
All Other Teachers Not Named Above	District, Regional or BOCES-developed	District, Regional or O/N BOCES - Developed Grade Level or Content Specific Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district reviewed exemplar as provided by NYS. The attached scale in 2.11 below outlines the HEDI developed district scale.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The district certifies that 85-100% of students reached the targeted SLO objectives.
Effective (9 - 17 points) Results meet District goals for similar students.	The district certifies that 75-84% of students reached the targeted SLO objectives.
Developing (3 - 8 points) Results are below District goals for similar students.	The district certifies that 66-74% of students reached the targeted SLO objectives.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The district certifies that 0-65% of students reached the targeted SLO objectives.

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/5364/132034-TXEttx9bQW/Appendix B SLO-Template Other Comp Measures.doc

2.12) Locally Developed Controls

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

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

Adjustments and controls will be considered for the following student subgroups; students with disabilities and English Language Learners. Such factors that will be taken into consideration are: review of the student's prior academic history including academic

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 Monday, June 04, 2012

Updated Monday, June 25, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

.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	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments for grades 3-6
5	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments for grades 3-6
6	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments for grades 3-6
7	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessment for grades 7-8 and Regents Exams

8	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments for grades 7-8 and Regents Exams
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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.

<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>A classroom teacher's composite effectiveness score shall be based on a local school-wide measure of student achievement, as follows: For classroom teachers in Grades K-6, each teacher's score shall be based on the percentage of students in the building meeting or exceeding proficiency on the NYS assessments administered in those grades for ELA, Math and Science. For classroom teachers in Grades 7-12, each teacher's score shall be based on the percentage of students in the building, meeting or exceeding proficiency standards on the state assessments administered in those grades and achieving passing grades on June Regents exams. HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEIDI scales (K-6) and (7-12) are uploaded in 3.3 below.</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>Grades K-6 teachers...73-100% of students meeting or exceeding standards on the NYS Assessments administered for those grades. Grades 7-12 teachers ...93-100% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grades K-6 teachers...64-72% of students meeting or exceeding standards on the NYS Assessments administered for those grades. Grades 7-12 teachers...84-92% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grades K-6 teachers...53-63% of students meeting or exceeding standards on the NYS Assessments administered for those grades. Grades 7-12 teachers...65-83% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grades K-6 teachers...0-52% of students meeting or exceeding standards on the NYS Assessments administered for those grades. Grades 7-12 teachers...0-64% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.</p>

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	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments grades 3-6
5	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments for grades 3-6
6	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments for grades 3-6
7	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments for grades 7-8 and Regents Exams
8	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments for grades 7-8 and Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	A classroom teacher's composite effectiveness score shall be based on a local school-wide measure of student achievement, as follows: For classroom teachers in Grades K-6, each teacher's score shall be based on the percentage of students in the building meeting or exceeding proficiency on the NYS assessments administered in those grades for ELA, Math and Science. For classroom teachers in Grades 7-12, each teacher's score shall be based on the percentage of students in the building, meeting or exceeding proficiency standards on the state assessments administered in those grades and achieving passing grades on June Regents exams. HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEIDI scales (K-6) and (7-12) are uploaded in 3.3 below.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...73-100% of students meeting or exceeding standards on the NYS Assessments administered for those grades. Grades 7-12 teachers ...93-100% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...64-72% of students meeting or exceeding standards on the NYS Assessments administered for those grades. Grades 7-12 teachers...84-92% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...53-63% of students meeting or exceeding standards on the NYS Assessments administered for those grades. Grades 7-12 teachers...65-83% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...0-52% of students meeting or exceeding standards on the NYS Assessments administered for those grades.

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/5139/138634-rhJdBgDruP/Appendix C Locally Slctd Measures Grades K-6 and 7-12.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS ELA, Math and Science Assessments (grades 3-6)
1	6(ii) School-wide measure computed locally	NYS ELA, Math and Science Assessments (grades 3-6)
2	6(ii) School-wide measure computed locally	NYS ELA, Math and Science Assessments (grades 3-6)
3	6(ii) School-wide measure computed locally	NYS ELA, Math and Science Assessments (grades 3-6)

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.	A classroom teacher's composite effectiveness score shall be based on a local school-wide measure of student achievement, as follows: For classroom teachers in Grades K-6, each teacher's score shall be based on the percentage of students in the building meeting or exceeding proficiency on the NYS assessments administered in those grades for ELA, Math and Science.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...73-100% of students meeting or exceeding standards on the NYS Assessments administered for those grades.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	Grades K-6 teachers...64-72% of students meeting or exceeding standards on the NYS Assessments administered for those

grade/subject.	grades.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...53-63% of students meeting or exceeding standards on the NYS Assessments administered for those grades.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...0-52% of students meeting or exceeding standards on the NYS Assessments administered for those grades.

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	6(ii) School-wide measure computed locally	NYS ELA, Math and Science Assessments (grades 3-6)
1	6(ii) School-wide measure computed locally	NYS ELA, Math and Science Assessment(grades 3-6)s
2	6(ii) School-wide measure computed locally	NYS ELA, Math and Science Assessments (grades 3-6)
3	6(ii) School-wide measure computed locally	NYS ELA, Math and Science Assessments (grades 3-6)

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.	A classroom teacher's composite effectiveness score shall be based on a local school-wide measure of student achievement, as follows: For classroom teachers in Grades K-6, each teacher's score shall be based on the percentage of students in the building meeting or exceeding proficiency on the NYS assessments administered in those grades for ELA, Math and Science.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...73-100% of students meeting or exceeding standards on the NYS Assessments administered for those grades.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...64-72% of students meeting or exceeding standards on the NYS Assessments administered for those grades.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...53-63% of students meeting or exceeding standards on the NYS Assessments administered for those grades.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...0-52% of students meeting or exceeding standards on the NYS Assessments administered for those grades.

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	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments(grades 3-6)
7	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments (grades 7-8) and Regents Exams
8	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments (grades 7-8) and Regents Exams

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.	A classroom teacher's composite effectiveness score shall be based on a local school-wide measure of student achievement, as follows: For classroom teachers in Grades K-6, each teacher's score shall be based on the percentage of students in the building meeting or exceeding proficiency on the NYS assessments administered in those grades for ELA, Math and Science. For classroom teachers in Grades 7-12, each teacher's score shall be based on the percentage of students in the building, meeting or exceeding proficiency standards on the state assessments administered in those grades and achieving passing grades on June Regents exams. HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEIDI scales (K-6) and (7-12) are uploaded in 3.3 below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...73-100% of students meeting or exceeding standards on the NYS Assessments administered for those grades. Grades 7-12 teachers ...93-100% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...64-72% of students meeting or exceeding standards on the NYS Assessments administered for those grades. Grades 7-12 teachers...84-92% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...53-63% of students meeting or exceeding standards on the NYS Assessments administered for those grades. Grades 7-12 teachers...65-83% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...0-52% of students meeting or exceeding standards on the NYS Assessments administered for those grades. Grades 7-12 teachers...0-64% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.

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	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments(grades 3-6)
7	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments (grades 7-8) and Regents Exams
8	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments (grades 7-8) and Regents Exams

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.	A classroom teacher's composite effectiveness score shall be based on a local school-wide measure of student achievement, as follows: For classroom teachers in Grades K-6, each teacher's score shall be based on the percentage of students in the building meeting or exceeding proficiency on the NYS assessments administered in those grades for ELA, Math and Science. For classroom teachers in Grades 7-12, each teacher's score shall be based on the percentage of students in the building, meeting or exceeding proficiency standards on the state assessments administered in those grades and achieving passing grades on June Regents exams. HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEIDI scales (K-6) and (7-12) are uploaded in 3.3 below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...73-100% of students meeting or exceeding standards on the NYS Assessments administered for those grades. Grades 7-12 teachers ...93-100% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...64-72% of students meeting or exceeding standards on the NYS Assessments administered for those grades. Grades 7-12 teachers...84-92% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...53-63% of students meeting or exceeding standards on the NYS Assessments administered for those grades. Grades 7-12 teachers...65-83% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.

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

Grades K-6 teachers...0-52% of students meeting or exceeding standards on the NYS Assessments administered for those grades.
Grades 7-12 teachers...0-64% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.

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	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments (grades 7-8) and Regents Exams
Global 2	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments (grades 7-8) and Regents Exams
American History	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments (grades 7-8) and Regents Exams

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.

A classroom teacher's composite effectiveness score shall be based on a local school-wide measure of student achievement, as follows: For classroom teachers in Grades 7-12, each teacher's score shall be based on the percentage of students in the building, meeting or exceeding proficiency standards on the state assessments administered in those grades and achieving passing grades on June Regents exams. HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEIDI scales (K-6) and (7-12) are uploaded in 3.3 below.

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

Grades 7-12 teachers ...93-100% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams

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

Grades 7-12 teachers...84-92% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.

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

Grades 7-12 teachers...65-83% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.

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

Grades 7-12 teachers...0-64% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.

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	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments (grades 7-8) and Regents Exams
Earth Science	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments (grades 7-8) and Regents Exams
Chemistry	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments (grades 7-8) and Regents Exams
Physics	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments (grades 7-8) and Regents Exams

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.

A classroom teacher's composite effectiveness score shall be based on a local school-wide measure of student achievement, as follows: For classroom teachers in Grades 7-12, each teacher's score shall be based on the percentage of students in the building, meeting or exceeding proficiency standards on the state assessments administered in those grades and achieving passing grades on June Regents exams. HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEIDI scales (K-6) and (7-12) are uploaded in 3.3 below.

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

Grades 7-12 teachers ...93-100% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams

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

Grades 7-12 teachers...84-92% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.

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

Grades 7-12 teachers...65-83% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.

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

Grades 7-12 teachers...0-64% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.

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	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments (grades 7-8) and Regents Exams
Geometry	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments (grades 7-8) and Regents Exams
Algebra 2	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments (grades 7-8) and Regents Exams

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.	A classroom teacher's composite effectiveness score shall be based on a local school-wide measure of student achievement, as follows: For classroom teachers in Grades 7-12, each teacher's score shall be based on the percentage of students in the building, meeting or exceeding proficiency standards on the state assessments administered in those grades and achieving passing grades on June Regents exams. HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEIDI scales (K-6) and (7-12) are uploaded in 3.3 below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 7-12 teachers ...93-100% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 7-12 teachers...84-92% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 7-12 teachers...65-83% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 7-12 teachers...0-64% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.

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	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments (grades 7-8) and Regents Exams
Grade 10 ELA	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments (grades 7-8) and Regents Exams
Grade 11 ELA	6(ii) School wide measure computed locally	NYS ELA, Math and Science Assessments (grades 7-8) and Regents Exams

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.	A classroom teacher's composite effectiveness score shall be based on a local school-wide measure of student achievement, as follows: classroom teachers in Grades 7-12, each teacher's score shall be based on the percentage of students in the building, meeting or exceeding proficiency standards on the state assessments administered in those grades and achieving passing grades on June Regents exams. HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEIDI scales (K-6) and (7-12) are uploaded in 3.3 below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 7-12 teachers ...93-100% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 7-12 teachers...84-92% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 7-12 teachers...65-83% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 7-12 teachers...0-64% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.

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.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...73-100% of students meeting or exceeding standards on the NYS Assessments administered for those grades. Grades 7-12 teachers ...93-100% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...64-72% of students meeting or exceeding standards on the NYS Assessments administered for those grades. Grades 7-12 teachers...84-92% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...53-63% of students meeting or exceeding standards on the NYS Assessments administered for those grades. Grades 7-12 teachers...65-83% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-6 teachers...0-52% of students meeting or exceeding standards on the NYS Assessments administered for those grades. Grades 7-12 teachers...0-64% of students meeting or exceeding standards on the NYS Assessments for those grades and achieving passing grades on the Regents exams.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/138634-y92vNseFa4/Appendix C Locally Slctd Measures Grades K-6 and 7-12.doc

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.

A committee comprised of 2 District representatives and 2 Barker Teacher's Union Representatives will review the aggregated student assessment results as well as the calculation of the percentages of students meeting above standards that form the basis for the teacher's scores in this subcomponent.

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.

Weighting multiple SLOs:

Add the number of students. (with pre-and summative assessment scores)

Compute the proportion of students covered by each SLO. (number of students who were covered by each SLO divided by the total number of students in multiple SLOs) Go out 4 decimal places to get percent)

Convert the percentages into HEDI points.

Multiply the proportion(% of students covered by each SLO) by the HEDI points for the partial HEDIs that will be added together. (We are weighing the overall HEDI by the number of students)

Overall HEDI=sum of these partial values rounded. Align that number with the HEDI scale numbers.

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 Tuesday, June 19, 2012

Updated Monday, June 25, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, 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)

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)

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.

(A) The District shall assess teachers under this subcomponent as required under §30-2.5(d) of the Commissioner's regulations. This subcomponent score shall be based on multiple measures and aligned with the New York State Teaching standards.

(B) The District shall use the approved teacher rubric entitled Charlotte Danielson's Framework for Teaching (2011 Revised Edition) Teacher Practice Rubric (see Appendix C).

(C) Multiple observations shall account for more than a majority of the 60 points under this subpart. The District shall conduct:

- One announced observation (includes pre- & post-observation conference)*
- One unannounced observation (includes post-observation conference)*

The components of the four domains of the teacher practice rubric shall be divided into three sections, and classroom teachers shall be rated, using a scale of 1 to 4, on each of the components included within each section. Points earned in the first section shall be based

upon the announced observation (which includes a pre-observation and a post observation conference). Points earned in the second section shall be based upon the unannounced observation followed by a post observation conference. Finally, points may be earned in the third section, the remaining components of the rubric ("Professional Responsibilities"), through review of lesson plans, student portfolios and other artifacts of teacher practice.

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/5091/144016-eka9yMJ855/Appendix E.F,G,H,I,J Announced, Unannounced, Professional Responsibilites and HEDI scale for 60 points.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Points received for each of the components within each domain of the rubric will be weighted. Points received for the "Unannounced" (worth 16 points) and "Professional Responsibilities" (worth 20 points)of the rubric shall be converted from raw scores to scaled scores and added to the "Announced" (worth 24 points) raw score to get a composite score of 59 or 60 to be highly effective.
Effective: Overall performance and results meet NYS Teaching Standards.	Points received for each of the components within each domain of the rubric will be weighted. Points received for the "Unannounced" (worth 16 points) and "Professional Responsibilities" (worth 20 points)of the rubric shall be converted from raw scores to scaled scores and added to the "Announced" (worth 24 points) raw score to get a composite score of 57 or 58 to be effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Points received for each of the components within each domain of the rubric will be weighted. Points received for the "Unannounced" (worth 16 points) and "Professional Responsibilities" (worth 20 points)of the rubric shall be converted from raw scores to scaled scores and added to the "Announced" (worth 24 points) raw score to get a composite score of 50-56 to be developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Points received for each of the components within each domain of the rubric will be weighted. Points received for the "Unannounced" (worth 16 points) and "Professional Responsibilities" (worth 20 points)of the rubric shall be converted from raw scores to scaled scores and added to the "Announced" (worth 24 points) raw score to get a composite score of 0-49 to be ineffective.

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	1
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

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

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

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Monday, June 25, 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 Tuesday, June 19, 2012

Updated Wednesday, August 29, 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/5265/144030-Df0w3Xx5v6/Appendix K TIP.docx>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1) Any classroom teacher subject to NY Education Law §3012-c and Subpart 30-2 who disagrees with his/her final rating may submit a written statement outlining the basis for his/her disagreement, which shall be included in his or her file along with the disputed Annual Professional Performance Review.

2) Formal appeals of a final APPR may be filed in accordance with the procedures below. In a formal appeal of a final APPR, a

classroom teacher may challenge only:

(a) the substance of the individual's Annual Professional Performance Review;

(b) the District's adherence to the standards and methodologies required by Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents for such Annual Professional Performance Reviews;

(c) the District's compliance with negotiated procedures for conducting the Annual Professional Performance Review; or

(d) the District's issuance and/or implementation of the terms of a Teacher Improvement Plan ("TIP") required by Education Law §3012-c.

3) Appeal to Administrator/Building Principal. Classroom teachers who have received a rating of Effective, Developing or Ineffective may appeal his/her rating to the Administrator/Building Principal who performed the review.

(a) All appeals must be submitted in writing. The writing must explain in detail the specific basis for the challenge. All grounds for appeal must be raised with specificity within the initial appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. All supporting documentation or other written materials specific to the point(s) of disagreement and relevant to the resolution of the appeal must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. A teacher may not file multiple appeals regarding the same APPR or TIP. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.

(b) An appeal must be submitted within fifteen calendar days of the receipt of the APPR and/or TIP which is the subject of the challenge, or it is deemed waived. For purposes of this appeal procedure, calendar days shall exclude the periods of the Winter, Mid-Winter and Spring recesses.

(c) Upon receipt of the appeal, the Administrator/Building Principal involved will schedule a meeting to discuss the challenge. The classroom teacher may be accompanied by a union representative at this meeting.

(d) Within fifteen calendar days of the meeting, the Administrator/Building Principal who issued the APPR and/or TIP shall submit to the teacher a detailed written response to the Appeal. The response must include any additional documents or written materials that support the response and are relevant to the resolution of the appeal.

(e) For any classroom teacher who received a rating of "effective," the Administrator/Building Principal's determination shall be final. If the teacher disagrees with the determination, he/she may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.

4) Appeal to the Superintendent. If a tenured classroom teacher received a rating of "developing" or "ineffective," and disagrees with the Administrator/Building Principal's response, such teacher may file a further appeal to the Superintendent of Schools.

(a) The classroom teacher shall submit the initial appeal, the Administrator/Building Principal's response, and a written statement explaining in detail the reason(s) for disagreement with the response, to the Superintendent of Schools within seven calendar days of receipt of the Administrator/Building Principal's response.

(b) A meeting will be scheduled to discuss the appeal. The tenured classroom teacher may be accompanied by a union representative at this meeting.

(c) The Superintendent shall render a final determination on the challenge within ten calendar days thereafter. The decision of the Superintendent shall be final and binding on all the parties.

5) A challenge or determination under this appeal process shall not be the subject of a grievance, and arbitration provisions of the collective bargaining agreement shall not apply to any such challenge or determination. The teacher retains any defenses which he/she may have before a hearing officer in a 3020-a proceeding in challenging the allegation of a pattern of ineffective teaching or performance.

6) Nothing in this appeals process shall be construed to affect the District's statutory right to terminate the appointment of or deny tenure to a probationary teacher at any time including during the pendency of an appeal hereunder for statutorily and constitutionally permissible reasons other than the performance of the teacher in the classroom or school, including but not limited to misconduct. Any such termination or denial shall not in any way be subject to the grievance and arbitration provisions of the collective bargaining agreement.

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 district's building principals, Director of Curriculum and the District Superintendent are properly trained and "certified" to conduct evaluations on the following nine elements:

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

Lead Evaluator training was provided by our BOCES Network Team and BOCES Director of Instructor during the 2011/2012 school year. Documentation and attendance rosters serve as evidence of participation in each training session. Evaluator re-certification will be updated annually for the administrative team as directed. The Barker School District will continue to participate in all refresher training and mandates provided by BOCES and/or component districts regarding lead evaluator training and mandates in the APPR regulations and guiding documents.

To ensure inter-rater reliability, certified evaluators will evaluate a classroom teacher using the observation outlined in Barker's APPR plan. The trained evaluators will then compare rubric scores and discuss any discrepancy in the rubric scoring of the elements in each domain. This will happen a minimum of two times yearly in each of the district's buildings.

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):

PK-6
7-12
(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.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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)

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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
Pre-K-6	(d) measures used by district for teacher evaluation	NYS ELA, Math and Science Assessments (grades 3-6)
7-12	(d) measures used by district for teacher evaluation	NYS ELA, Math and Science Assessments (grade 8) and 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.	A principal's composite effectiveness score shall be based on a local school-wide measure of student achievement, as follows: For the principal of Grades K-6, the principal' score on this subcomponent shall be based on the percentage of students in the building meeting or exceeding proficiency standards on the state assessments administered in those grades. (currently 3-6) For the principal of Grades 7-12 building, the principal's score on this subcomponent shall be based on the percentage of students in the building meeting or exceeding proficiency standards on the state assessments administered in those grades (currently grades 7-8) and achieving passing grades on June Regents exams.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principal of grades K-6....73-100% of students demonstrating proficiency or exceeding standards on the grades 3-6 state assessments. Principal of grades 7-12...93-100% of students demonstrating proficiency or exceeding standards on the grades 7-8 state assessments and Regents Exams.

<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Principal of grades K-6....64-72% of students demonstrating proficiency or exceeding standards on the grades 3-6 state assessments. Principal of grades 7-12...84-92% of students demonstrating proficiency or exceeding standards on the grades 7-8 state assessments and Regents Exams.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Principal of grades K-6....53-63% of students demonstrating proficiency or exceeding standards on the grades 3-6 state assessments. Principal of grades 7-12...65-83% of students demonstrating proficiency or exceeding standards on the grades 7-8 state assessments and Regents Exams.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Principal of grades K-6....0-52% of students demonstrating proficiency or exceeding standards on the grades 3-6 state assessments. Principal of grades 7-12...0-64% of students demonstrating proficiency or exceeding standards on the grades 7-8 state assessments and Regents Exams.</p>

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.

(No response)

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

In the table below, list all of the grade configurations 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.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

N/A

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)

Created Wednesday, June 20, 2012

Updated Monday, June 25, 2012

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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.

Multidimensional Principal Performance 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	Checked
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	Checked

9.5) Survey Tool(s) (if applicable)

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

(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 sub-categories of the Multidimensional Principal Performance Rubric have been weighted to differentiate among the elements of each domain. These sub-categories have been assigned a point value of either 3 or 4 depending upon the agreed upon weight of each. The Domains and their corresponding weighted values are as follows:

Domain #1 - Shared Vision of Learning

(a) Culture = 3 points

(b) Sustainability = 3 points

Domain #2 - School Culture and Instructional Programs

(a) Culture = 4 points

(b) Instructional Program = 4 points

(c) Capacity Building = 4 points

(d) Sustainability = 3 points

(e) Strategic Planning Process = 3 points

Domain #3 = Safe, Effecient, Effective Learning Environment

(a) Capacity Building = 4 points

(b) Culture = 4 points

(c) Sustainability = 3 points

(d) Instructional program = 4 points

Domain #4 - Community

(a) Strategic Planning Process = 3 points

(b) Culture = 3 points

(c) Sustainability = 3 points

Domain #5 - Integrity, Fairness, and Ethics

(a) Sustainability = 3 points

(b) Culture = 3 points

Domain #6 - Political, Social, Economic, Legal and Cultural Context

(a) Sustainability = 3 points

(b) Culture = 3 points

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	Principal receives between 54-60 points on the above sub-categories.
Effective: Overall performance and results meet standards.	Principal receives between 42-53 points on the above sub-categories.
Developing: Overall performance and results need improvement in order to meet standards.	Principal receives between 36-41 points on the above sub-categories.
Ineffective: Overall performance and results do not meet standards.	Principal receives between 0-35 points on the above sub-categories.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	42-53
Developing	36-41
Ineffective	0-35

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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

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	54-60
Effective	42-53
Developing	36-41
Ineffective	0-35

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, June 25, 2012

Updated Wednesday, August 29, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/145517-Df0w3Xx5v6/Appendix K PIP.doc>

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1) Any principal subject to NY Education Law §3012-c and Subpart 30-2 who disagrees with his/her final rating may submit a written statement outlining the basis for his/her disagreement, which shall be included in his or her file along with the disputed Annual Professional Performance Review.

2) Formal appeals of a final APPR may be filed in accordance with the procedures below. In a formal appeal of a final APPR, a principal may challenge only:

(a) the substance of the individual's Annual Professional Performance Review:

(b) the District's adherence to the standards and methodologies required by Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents for such Annual Professional Performance Reviews;
(c) the District's compliance with negotiated procedures for conducting the Annual Professional Performance Review; or
(d) the District's issuance and/or implementation of the terms of a Principal Improvement Plan ("PIP") required by Education Law §3012-c.

3) Appeal to the Superintendent. Principals who have received a rating of Effective, Developing or Ineffective may appeal his/her rating to the superintendent who performed the review.

(a) All appeals must be submitted in writing. The writing must explain in detail the specific basis for the challenge. All grounds for appeal must be raised with specificity within the initial appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. All supporting documentation or other written materials specific to the point(s) of disagreement and relevant to the resolution of the appeal must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. A principal may not file multiple appeals regarding the same APPR or PIP. In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.

(b) An appeal must be submitted within fifteen calendar days of the receipt of the APPR and/or PIP which is the subject of the challenge, or it is deemed waived. For purposes of this appeal procedure, calendar days shall exclude the periods of the Winter, Mid-Winter and Spring recesses.

(c) Upon receipt of the appeal, the Superintendent involved will schedule a meeting to discuss the challenge. The principal may be accompanied by an Association representative at this meeting.

(d) Within fifteen calendar days of the meeting, the Superintendent who issued the APPR and/or PIP shall submit to the principal a detailed written response to the Appeal. The response must include any additional documents or written materials that support the response and are relevant to the resolution of the appeal.

(e) For any principal who received a rating of "effective," the Superintendent's determination shall be final. If the principal disagrees with the determination, he/she may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.

4) Appeal to the Director of Curriculum, Assessment and Instruction . If a tenured classroom principal received a rating of "developing" or "ineffective," and disagrees with the Superintendent's response, such principal may file a further appeal to the Director of Curriculum, Instruction and Assessment

(a) The principal shall submit the initial appeal, the Superintendent's response, and a written statement explaining in detail the reason(s) for disagreement with the response, to the Director of Curriculum, Instruction and Assessment within seven calendar days of receipt of the Superintendent's response.

(b) A meeting will be scheduled to discuss the appeal. The tenured principal may be accompanied by a union representative at this meeting.

(c) The Director of Curriculum, Assessment and Instruction shall render a final determination on the challenge within ten calendar days thereafter. The decision of the Director of Curriculum, Assessment and Instruction shall be final and binding on all the parties.

5) A challenge or determination under this appeal process shall not be the subject of a grievance, and arbitration provisions of the collective bargaining agreement shall not apply to any such challenge or determination. The principal retains any defenses which he/she may have before a hearing officer in a 3020-a proceeding in challenging the allegation of a pattern of ineffective leadership or performance.

6) Nothing in this appeals process shall be construed to affect the District's statutory right to terminate the appointment of or deny tenure to a probationary principal at any time including during the pendency of an appeal hereunder for statutorily and constitutionally permissible reasons other than the performance of the principal, including but not limited to misconduct. Any such termination or denial shall not in any way be subject to the grievance and arbitration provisions of the collective bargaining agreement.

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.

The district's building principals, Director of Curriculum and the District Superintendent are properly trained and "certified" to conduct evaluations on the following nine elements:

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

Lead Evaluator training was provided by our BOCES Network Team and BOCES Director of Instructor during the 2011/2012 school year. Documentation and attendance rosters serve as evidence of participation in each training session. Evaluator re-certification will be updated annually for the administrative team as directed. The Barker School District will continue to participate in all refresher training and mandates provided by BOCES and/or component districts regarding lead evaluator training and mandates in the APPR regulations and guiding documents.

To ensure inter-rater reliability, certified evaluators will evaluate a classroom teacher using the observation outlined in Barker's APPR plan. The trained evaluators will then compare rubric scores and discuss any discrepancy in the rubric scoring of the elements in each domain. This will happen a minimum of two times yearly in each of the district's buildings.

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, August 29, 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/5581/169931-3Uqgn5g9Iu/APPR Fianl Certification.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.

**BARKER CENTRAL SCHOOL DISTRICT
 Student Learning Objective (SLO) Template
 Other Comparable Measures of Student Growth Subcomponent**

<i>All SLOs MUST include the following basic components:</i>	
Population	<i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i>
Learning Content	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i>
Interval of Instructional Time	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i>
Evidence	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>

<p>Baseline</p>	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p>																				
<p>Target(s)</p>	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p>																				
<p>HEDI Scoring</p>	<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <p>The District has determined the following HEDI scoring criteria:</p>																				
	<p>HIGHLY EFFECTIVE</p>			<p>EFFECTIVE</p>									<p>DEVELOPING</p>					<p>INEFFECTIVE</p>			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95%	94-90%	89-85%	84%	83%	82%	81%	80%	79%	78%	77%	76-75%	74-73%	72%	71-70%	69%	68-67%	66%	65-60%	59-50%	49-0%	
<p>Rationale</p>	<p><i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i></p>																				

BARKER CENTRAL SCHOOL DISTRICT

Locally Selected Measures of Student Achievement Subcomponent

Grades K - 6 Teachers

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	100-93%	92-83%	82-73%	72%	71%	70%	69%	68%	67%	66%	65%	64%	63-61%	60-58%	57-56%	55%	54%	53%	52-36%	35-18%	17-0%

BARKER CENTRAL SCHOOL DISTRICT

Locally Selected Measures of Student Achievement Subcomponent

Grades 7 - 12 Teachers

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	100-99%	98-96%	95-93%	92%	91%	90%	89%	88%	87%	86%	85%	84%	83-80%	79-76%	75-72%	71-68%	67-66%	65%	64-51%	50-21%	20-0%

BARKER CENTRAL SCHOOL DISTRICT

Locally Selected Measures of Student Achievement Subcomponent

Grades K - 6 Teachers

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	100-93%	92-83%	82-73%	72%	71%	70%	69%	68%	67%	66%	65%	64%	63-61%	60-58%	57-56%	55%	54%	53%	52-36%	35-18%	17-0%

BARKER CENTRAL SCHOOL DISTRICT

Locally Selected Measures of Student Achievement Subcomponent

Grades 7 - 12 Teachers

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	100-99%	98-96%	95-93%	92%	91%	90%	89%	88%	87%	86%	85%	84%	83-80%	79-76%	75-72%	71-68%	67-66%	65%	64-51%	50-21%	20-0%

Announced

	Points	Weight	Total
<u>Domain 1—Planning and Preparation</u>			
Demonstrating Knowledge and Content and Pedagogy		1	
Demonstrating Knowledge of Students		1	
Selecting Instructional Goals		1	
Demonstrating Knowledge of Resources		1	
Designing Coherent Instruction		2	
Assessing Student Learning		2	
<u>Domain 2— The Classroom Environment</u>			
Creating an Environment of Respect and Rapport		4	
Establishing a Culture for Learning		3	
Managing Classroom Procedures		3	
Managing Student Behavior		4	
Organizing Physical Space		2	
<u>Domain 3— Instruction</u>			
Communicating with Students		3	
Using Questioning and Discussion Techniques		4	
Engaging Students in Learning		4	
Using Assessment in Instruction		4	
Demonstrating Flexibility and Responsiveness		3	
<u>Domain 4— Professional Responsibilities</u>			
Reflecting on Teaching		2	
<u>Total Points</u>			

Unannounced

	Points	Weight	Total
<i>Domain 2— The Classroom Environment</i>			
Creating an Environment of Respect and Rapport		4	
Establishing a Culture for Learning		3	
Managing Classroom Procedures		3	
Managing Student Behavior		4	
Organizing Physical Space		2	
<i>Domain 3— Instruction</i>			
Communicating with Students		3	
Using Questioning and Discussion Techniques		4	
Engaging Students in Learning		4	
Using Assessment in Instruction		4	
Demonstrating Flexibility and Responsiveness		3	
<i>Domain 4— Professional Responsibilities</i>			
Reflecting on Teaching		2	
<i>Total Points</i>			

Professional Responsibilities

<i>Domain 4— Professional Responsibilities</i>			
Reflecting on Teaching		4	
Maintaining Accurate records		2	
Communicating with Families		2	
Participating in a Professional Community		2	
Growing and Developing Professionally		4	
Showing Professionalism		2	
<i>Total Points</i>			

Unannounced Observation Conversion Chart			Unannounced Observation Conversion Chart			Unannounced Observation Conversion Chart			APPENDIX H
Scaled Score	Raw Score		Scaled Score	Raw Score		Scaled Score	Raw Score		
29.0	36		58.3	72		87.7	108		
29.8	37		59.1	73		88.5	109		
30.6	38		60.0	74		89.3	110		
31.4	39		60.8	75		90.1	111		
32.3	40		61.6	76		90.9	112		
33.1	41		62.4	77		91.7	113		
33.9	42		63.2	78		92.6	114		
34.7	43		64.0	79		93.4	115		
35.5	44		64.9	80		94.2	116		
36.3	45		65.7	81		95.0	117		
37.1	46		66.5	82		95.8	118		
38.0	47		67.3	83		96.6	119		
38.8	48		68.1	84		97.4	120		
39.6	49		68.9	85		98.3	121		
40.4	50		69.7	86		99.1	122		
41.2	51		70.6	87		99.9	123		
42.0	52		71.4	88		100.7	124		
42.9	53		72.2	89		101.5	125		
43.7	54		73.0	90		102.3	126		
44.5	55		73.8	91		103.1	127		
45.3	56		74.6	92		104.0	128		
46.1	57		75.4	93		104.8	129		
46.9	58		76.3	94		105.6	130		
47.7	59		77.1	95		106.4	131		
48.6	60		77.9	96		107.2	132		
49.4	61		78.7	97		108.0	133		
50.2	62		79.5	98		108.9	134		
51.0	63		80.3	99		109.7	135		
51.8	64		81.1	100		110.5	136		
52.6	65		82.0	101		111.3	137		
53.4	66		82.8	102		112.1	138		
54.3	67		83.6	103		112.9	139		
55.1	68		84.4	104		113.7	140		
55.9	69		85.2	105		114.6	141		
56.7	70		86.0	106		115.4	142		
57.5	71		86.9	107		116.2	143		
						117.0	144		

Professional Responsibilities Conversion Chart					APPENDIX I
Scaled Score	Raw Score				
37.0	16				
39.3	17				
41.6	18				
43.9	19				
46.2	20				
48.5	21				
50.8	22				
53.0	23				
55.3	24				
57.6	25				
59.9	26				
62.2	27				
64.5	28				
66.8	29				
69.1	30				
71.4	31				
73.7	32				
76.0	33				
78.3	34				
80.5	35				
82.8	36				
85.1	37				
87.4	38				
89.7	39				
92.0	40				
94.3	41				
96.6	42				
98.9	43				
101.2	44				
103.5	45				
105.8	46				
108.0	47				
110.3	48				
112.6	49				
114.9	50				
117.2	51				
119.5	52				
121.8	53				

124.1	54					
126.4	55					
128.7	56					
131.0	57					
133.3	58					
135.5	59					
137.8	60					
140.1	61					
142.4	62					
144.7	63					
147.0	64					

Total Score	Conversion
110	0
111-112	1
113-114	2
115-116	3
117-118	4
119-120	5
121-122	6
123-124	7
125-126	8
127-128	9
129-130	10
131-132	11
133-134	12
135-136	13
137-138	14
139-140	15
141-142	16
143-144	17
145-146	18
147-148	19
149-150	20
151-152	21
153-154	22
155-156	23
157-158	24
159-160	25
161-162	26
163-164	27
165-166	28
167-168	29
169-170	30

Total Score	Conversion
171-172	31
173-174	32
175-176	33
177-178	34
179-180	35
181-182	36
183-184	37
185-186	38
187-188	39
189-190	40
191-192	41
193-194	42
195-196	43
197-198	44
199-200	45
201-202	46
203-204	47
205-206	48
207-208	49
209-218	50
219-236	51
237-254	52
255-272	53
273-290	54
291-308	55
309-318	56
319-367	57
368-417	58
418-428	59
429-440	60

APPENDIX J

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

**TEACHER IMPROVEMENT PLAN
BARKER CENTRAL SCHOOL DISTRICT**

Teacher Name _____ Evaluator Name _____

Union Representative * _____

Mentor ** _____

Identify the needed area(s) of improvement:

1. _____
2. _____
3. _____
4. _____

This plan will begin on: _____

The teacher, administrator, mentor, and a union representative (if requested by the teacher) will meet on the following dates to review and evaluate the teacher improvement plan and formulate modifications if necessary:

* The teacher may request to have a union representative present at the initial meeting held to develop a TIP, as well as any subsequent meetings held to review the TIP.

** The teacher may request to have his/her mentor (if already assigned prior to being placed on a TIP) present at the initial meeting held to develop the TIP, and at any subsequent meetings held to review the TIP. If assigned as a result of the TIP, the teacher may request to have his/her mentor present at any subsequent meetings held to review the TIP.

AREA NEEDING IMPROVEMENT: _____

Timeline for achieving improvement:

Manner in which improvement will be assessed:

Differentiated Activities to Support Improvement:

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

[Complete page 2 of this form for each area identified as needing improvement]

**PRINCIPAL IMPROVEMENT PLAN (PIP)
BARKER CENTRAL SCHOOL DISTRICT**

Principal's Name _____ Superintendent's Name _____

Building _____ Grades _____ Date _____

Association Representative *

Identify the needed area(s) of improvement:

1. _____
2. _____
3. _____
4. _____

This plan will begin on: _____

The principal and superintendent will meet on the following dates to review and evaluate the improvement plan and formulate modifications if necessary:

* The principal may request to have an association representative present at the initial meeting held to develop a PIP, as well as any subsequent meetings held to review the PIP

AREA NEEDING IMPROVEMENT: _____

Timeline for achieving improvement:

Manner in which improvement will be assessed:

Activities to Support Improvement:

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Signature of Principal: _____ Date: _____

Signature of Superintendent: _____ Date: _____

[Complete page 2 of this form for each area identified as needing improvement]

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:

E. J. Klar 8/29/12

Teachers Union President Signature: Date:

Jeffrey W. Pyszaty 8/29/12

Administrative Union President Signature: Date:

John Hoan 8/29/12

Board of Education President Signature: Date:

Mark D. Kemp 8/29/12