



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

Commissioner of Education
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November 14, 2012

Margaret L. Puzio, Superintendent
Batavia City School District
39 Washington Avenue
Batavia, NY 14020

Dear Superintendent Puzio:

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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Michael Glover

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

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, September 26, 2012

Updated Friday, November 09, 2012

1

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 : 180300010000

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

180300010000

1.2) School District Name: BATAVIA CITY SD

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

BATAVIA CITY SD

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.

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Wednesday, September 26, 2012

Updated Friday, November 09, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Genesee Valley Educational Partnership (GVEP)-developed ELA Grade K Assessment
1	District, regional, or BOCES-developed assessment	Genesee Valley Educational Partnership (GVEP)-developed ELA Grade 1 Assessment
2	District, regional, or BOCES-developed assessment	Genesee Valley Educational Partnership (GVEP)-developed ELA Grade 2 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.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established by teachers and principals for each individual student within a class. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 81%-100% of the class meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 61%-80% of the class meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 41%-60% of the class meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 0%-40% of the class meet their individual targets.

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	Genesee Valley Educational Partnership (GVEP)-developed Math Grade K Assessment
1	District, regional, or BOCES-developed assessment	Genesee Valley Educational Partnership (GVEP)-developed Math Grade 1 Assessment
2	District, regional, or BOCES-developed assessment	Genesee Valley Educational Partnership (GVEP)-developed Math Grade 2 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.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established by teachers and principals for each individual student within a class. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 81%-100% of the class meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 61%-80% of the class meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 41%-60% of the class meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 0%-40% of the class meet their individual targets.

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	Batavia City School District Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Batavia City School District Developed Grade 7 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.	Using data results from district developed pre-assessments, targets for the final assessment will be established by teachers and principals for each individual student within a class. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 81%-100% of the class meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 61%-80% of the class meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 41%-60% of the class meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 0%-40% of the class meet their individual targets.

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	Batavia City School District Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Batavia City School District Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Batavia City School District 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.	Using data results from district developed pre-assessments, targets for the final assessment will be established by teachers and principals for each individual student within a class. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 81%-100% of the class meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 61%-80% of the class meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 41%-60% of the class meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0%-40% of the class meet their individual targets.

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	Batavia City School District Developed Global 1 Assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Using data results from district or regionally developed pre-assessments, targets for the final assessment will be established by teachers and principals for each individual student within a class. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 81%-100% of the class meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 61%-80% of the class meet their individual targets.

Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 41%-60% of the class meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0%-40% of the class meet their individual targets.

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.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established by teachers and principals for each individual student within a class. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
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Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 61%-80% of the class meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 41%-60% of the class meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0%-40% of the class meet their individual targets.

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.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established by teachers and principals for each individual student within a class. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
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Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 61%-80% of the class meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 41%-60% of the class meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0%-40% of the class meet their individual targets.

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	Batavia City School District Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Batavia City School District Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Comprehensive Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Using data results from district developed pre-assessments, targets for the final assessment will be established by teachers and principals for each individual student within a class. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 81%-100% of the class meet their individual targets.
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Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 41%-60% of the class meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0%-40% of the class meet their individual targets.

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
Art	District, Regional or BOCES-developed	Genesee Valley Educational Partnership (GVEP)-developed Grade-specific Art Assessment
General Music	District, Regional or BOCES-developed	Batavia City School District-developed Grade-specific General Music Assessment
Vocal Music	District, Regional or BOCES-developed	Batavia City School District-developed Grade-specific Vocal Music Assessment
Instrumental Music	District, Regional or BOCES-developed	Batavia City School District-developed Grade-specific Instrumental Music Assessment
Physical Education	District, Regional or BOCES-developed	Batavia City School District-developed Grade-specific Physical Education Assessment
Library	District, Regional or BOCES-developed	Batavia City School District-developed Grade-specific Library Assessment
Business	District, Regional or BOCES-developed	Batavia City School District-developed Course-specific Business Assessment
Technology	District, Regional or BOCES-developed	Genesee Valley Educational Partnership (GVEP)-developed Course-specific Technology Assessment
Family and Consumer Science	District, Regional or BOCES-developed	Genesee Valley Educational Partnership (GVEP)-developed Grade-specific Family and Consumer Science Assessment
Health	District, Regional or BOCES-developed	Batavia City School District-developed Grade-specific Health Assessment
Languages Other Than English	District, Regional or BOCES-developed	Genesee Valley Educational Partnership (GVEP)-developed Grade-specific Languages Other Than English Assessment
Reading	District, Regional or BOCES-developed	Batavia City School District-developed Grade-specific Reading Assessment
All other teachers not named above	District, Regional or BOCES-developed	Genesee Valley Educational Partnership (GVEP)-developed Grade and Subject specific Assessments

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

Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Using data results from district developed pre-assessments, targets for the final assessment will be established by teachers and principals for each individual student within a class. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
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Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 41%-60% of the class meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0%-40% of the class meet their individual targets.

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/5364/182306-TXEttx9bQW/Conversion Chart for SLOs - Copy.xlsx

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.

The only controls used in setting targets for Comparable Growth Measures will be student prior academic history. Whether students have a disability, are English Language Learners, or are in poverty, appropriate targets can be established for them based on their prior academic achievement levels.

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, May 14, 2012

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed ELA Grade 4 Assessment
5	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed ELA Grade 5 Assessment

6	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed ELA Grade 6 Assessment
7	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed ELA Grade 7 Assessment
8	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed ELA Grade 8 Assessment

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

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

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.	Using data results from the regionally developed pre-assessments for all students and previous student academic achievement history, student achievement goals will be developed by principals and teachers for specific subgroups (Black/African-American; Hispanic; Students With Disabilities; Economically Disadvantaged) for the final assessment. Teachers will be assigned 0-15 points within the HEDI rating categories identified on the "Conversion Chart for Local Assessments."
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when 81% - 100% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when 61% - 80% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when 41% - 60% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Ineffective when 0% - 40% of the students in the subgroup(s) meet their achievement goal on the final assessment.

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	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed Math Grade 4 Assessment
5	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed Math Grade 5 Assessment
6	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed Math Grade 6 Assessment
7	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed Math Grade 7 Assessment

8	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed Math Grade 8 Assessment
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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.	Using data results from the regionally developed pre-assessments for all students and previous student academic achievement history, student achievement goals will be developed by principals and teachers for specific subgroups (Black/African-American; Hispanic; Students With Disabilities; Economically Disadvantaged) for the final assessment. Teachers will be assigned 0-15 points within the HEDI rating categories identified on the "Conversion Chart for Local Assessments."
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when 81% - 100% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when 61% - 80% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when 41% - 60% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Ineffective when 0% - 40% of the students in the subgroup(s) meet their achievement goal on the final assessment.

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/5139/129363-rhJdBgDruP/Conversion Chart for Local Assesment_1.xlsx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the 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	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed ELA Grade K Assessment

1	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed ELA Grade 1 Assessment
2	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed ELA Grade 2 Assessment
3	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed ELA Grade 3 Assessment

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

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

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.	Using data results from the regionally developed pre-assessments for all students and previous student academic achievement history, student achievement goals will be developed by principals and teachers for specific subgroups (Black/African-American; Hispanic; Students With Disabilities; Economically Disadvantaged) for the final assessment. Teachers will be assigned 0-20 points within the HEDI rating categories identified on the "Conversion Chart for Local Assessments."
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when 81% - 100% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when 61% - 80% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when 41% - 60% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Ineffective when 0% - 40% of the students in the subgroup(s) meet their achievement goal on the final assessment.

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	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed Math Grade K Assessment
1	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed Math Grade 1 Assessment
2	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed Math Grade 2 Assessment
3	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed Math Grade 3 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from the regionally developed pre-assessments for all students and previous student academic achievement history, student achievement goals will be developed by principals and teachers for specific subgroups (Black/African-American; Hispanic; Students With Disabilities; Economically Disadvantaged) for the final assessment. Teachers will be assigned 0-20 points within the HEDI rating categories identified on the "Conversion Chart for Local Assessments."
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when 81% - 100% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when 61% - 80% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when 41% - 60% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Ineffective when 0% - 40% of the students in the subgroup(s) meet their achievement goal on the final assessment.

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	5) District, regional, or BOCES–developed assessments	Batavia City School District-developed grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Batavia City School District-developed grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Batavia City School District-developed grade 8 Science Assessment

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

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.	Using data results from the district or regionally developed pre-assessments for all students and previous student academic achievement history, student achievement goals will be developed by principals and teachers for specific subgroups
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(Black/African-American; Hispanic; Students With Disabilities; Economically Disadvantaged) for the final assessment. Teachers will be assigned 0-20 points within the HEDI rating categories identified on the "Conversion Chart for Local Assessments."

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

The teacher will receive a rating of Highly Effective when 81% - 100% of the students in the subgroup(s) meet their achievement goal on the final assessment.

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

The teacher will receive a rating of Effective when 61% - 80% of the students in the subgroup(s) meet their achievement goal on the final assessment.

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

The teacher will receive a rating of Developing when 41% - 60% of the students in the subgroup(s) meet their achievement goal on the final assessment.

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

The teacher will receive a rating of Ineffective when 0% - 40% of the students in the subgroup(s) meet their achievement goal on the final assessment.

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	5) District, regional, or BOCES–developed assessments	Batavia City School District-developed grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Batavia City School District-developed grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Batavia City School District-developed grade 8 Social Studies Assessment

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

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

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.

Using data results from the district or regionally developed pre-assessments for all students and previous student academic achievement history, student achievement goals will be developed by principals and teachers for specific subgroups (Black/African-American; Hispanic; Students With Disabilities; Economically Disadvantaged) for the final assessment. Teachers will be assigned 0-20 points within the HEDI rating categories identified on the "Conversion Chart for Local Assessments."

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

The teacher will receive a rating of Highly Effective when 81% - 100% of the students in the subgroup(s) meet their achievement goal on the final assessment.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when 61% - 80% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when 41% - 60% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Ineffective when 0% - 40% of the students in the subgroup(s) meet their achievement goal on the final assessment.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Batavia City School District-developed Global Studies 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed Global Studies 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed American History Assessment

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.	Using data results from the district or regionally developed pre-assessments for all students and previous student academic achievement history, student achievement goals will be developed by principals and teachers for specific subgroups (Black/African-American; Hispanic; Students With Disabilities; Economically Disadvantaged) for the final assessment. Teachers will be assigned 0-20 points within the HEDI rating categories identified on the "Conversion Chart for Local Assessments."
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when 81% - 100% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when 61% - 80% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	The teacher will receive a rating of Developing when 41% - 60% of the students in the subgroup(s) meet their achievement

grade/subject. Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	goal on the final assessment. The teacher will receive a rating of Ineffective when 0% - 40% of the students in the subgroup(s) meet their achievement goal on the final assessment.
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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	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed Physics Assessment

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.	Using data results from the district or regionally developed pre-assessments for all students and previous student academic achievement history, student achievement goals will be developed by principals and teachers for specific subgroups (Black/African-American; Hispanic; Students With Disabilities; Economically Disadvantaged) for the final assessment. Teachers will be assigned 0-20 points within the HEDI rating categories identified on the "Conversion Chart for Local Assessments."
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when 81% - 100% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when 61% - 80% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when 41% - 60% of the students in the subgroup(s) meet their achievement goal on the final assessment.

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

The teacher will receive a rating of Ineffective when 0% - 40% of the students in the subgroup(s) meet their achievement goal on the final assessment.

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	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed Algebra 2 Assessment

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.	Using data results from the district or regionally developed pre-assessments for all students and previous student academic achievement history, student achievement goals will be developed by principals and teachers for specific subgroups (Black/African-American; Hispanic; Students With Disabilities; Economically Disadvantaged) for the final assessment. Teachers will be assigned 0-20 points within the HEDI rating categories identified on the "Conversion Chart for Local Assessments."
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when 81% - 100% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when 61% - 80% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when 41% - 60% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Ineffective when 0% - 40% of the students in the subgroup(s) meet their achievement goal on the final assessment.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Batavia City School District-developed grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Batavia City School District-developed grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP)-developed grade 11 ELA Assessment

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.	Using data results from the district or regionally developed pre-assessments for all students and previous student academic achievement history, student achievement goals will be developed by principals and teachers for specific subgroups (Black/African-American; Hispanic; Students With Disabilities; Economically Disadvantaged) for the final assessment. Teachers will be assigned 0-20 points within the HEDI rating categories identified on the "Conversion Chart for Local Assessments."
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when 81% - 100% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when 61% - 80% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when 41% - 60% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Ineffective when 0% - 40% of the students in the subgroup(s) meet their achievement goal on the final assessment.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
-------------------------	---	------------

Art	5) District/regional/BOCES–devel oped	Genesee Valley Educational Partnership (GVEP)-developed Grade-specific Art Assessment
General Music	5) District/regional/BOCES–devel oped	Batavia City School District-developed Grade-specific General Music Assessment
Vocal Music	5) District/regional/BOCES–devel oped	Batavia City School District-developed Grade-specific Vocal Music Assessment
Instrumental Music	5) District/regional/BOCES–devel oped	Batavia City School District-developed Grade-specific Instrumental Music Assessment
Physical Education	5) District/regional/BOCES–devel oped	Batavia City School District-developed Grade-specific Physical Education Assessment
Library	5) District/regional/BOCES–devel oped	Batavia City School District-developed Grade-specific Libray Assessment
Business	5) District/regional/BOCES–devel oped	Batavia City School District-developed Course-specific Business Assessment
Technology	5) District/regional/BOCES–devel oped	Genesee Valley Educational Partnership (GVEP)-developed Course-specific Technology Assessment
Family and Consumer Science	5) District/regional/BOCES–devel oped	Genesee Valley Educational Partnership (GVEP)-developed Grade-specific Family and Consumer Science Assessment
Health	5) District/regional/BOCES–devel oped	Batavia City School District-developed Grade-specific Health Assessment
Languages Other Than English	5) District/regional/BOCES–devel oped	Genesee Valley Educational Partnership (GVEP)-developed Course-specific Language Other Than English Assessment
Reading	5) District/regional/BOCES–devel oped	Batavia City School District-developed Grade-specific Reading Assessment
All other teachers not named above	5) District/regional/BOCES–devel oped	Genesee Valley Educational Partnership (GVEP)-developed Grade and Subject-specific Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from the district or regionally developed pre-assessments for all students and previous student academic achievement history, student achievement goals will be developed by principals and teachers for specific subgroups (Black/African-American; Hispanic; Students With Disabilities; Economically Disadvantaged) for the final assessment. Teachers will be assigned 0-20 points within the HEDI rating categories identified on the "Conversion Chart for Local Assessments."
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Highly Effective when 81% - 100% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Effective when 61% - 80% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Developing when 41% - 60% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher will receive a rating of Ineffective when 0% - 40% of the students in the subgroup(s) meet their achievement goal on the final assessment.

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/5139/129363-y92vNseFa4/Conversion Chart for Local Assesment_1.xlsx](#)

3.14) Locally Developed Controls

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

The only controls used in setting targets for Locally Selected Measures will be student prior academic history. Whether students have a disability, are English Language Learners, or are in poverty, appropriate goals can be established for them based on on their prior academic achievement levels.

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.

For teachers with a mix of sections/courses resulting in the use of multiple Locally Selected Measures, all of the student scores from the multiple sections/courses will be combined into one overall score of 0-15 or 0-20 as applicable, weighted proportionately based on the number of students in each course/section.

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 Thursday, September 27, 2012

Updated Friday, November 09, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	45
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	15

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers will be observed through the formal mini observations process and one professional teacher summative evaluation will be completed yearly. Formal mini-observations will all be unannounced and take place a minimum five times throughout the school year to be completed by the building principal and/or his/her administrative designee.

If an administrator were to find through the mini-observation process that a teacher was performing at the ineffective or developing level, the administrator would schedule a pre-conference, an announced formal observation, and post-conference as soon as possible. A teacher may ask for a formal observation, as well. Formal Observations will be conducted by the building principal or other appropriate supervisors, as determined by the Superintendent. The formal observation will be completed by June 1st.

Each teacher will also select three (3) of the components from Danielson's Domain Four to concentrate on for the school year and submit to their building principal. Throughout the school year, each teacher will secure, gather, and/or collect artifacts that will be used to demonstrate competence in three (3) of the components of Domain 4.

Data from mini-observations will help inform the ratings on the "BCSD Professional Teacher Summative Evaluation." Final scores for the 60 points will be tied to final average rubric scores between 1-4. Each teacher's rating will be calculated using the "Rubric Score to Sub-Component Conversion Chart – Other Measures of Teacher Effectiveness." All rubric score averages for every component of the 60 points will be documented on the "BCSD Professional Teacher Summative Evaluation" form. The total sub-component score will be added to the "Component and Total Composite Score" form upon completion.

Administrators will be responsible for completing a minimum of five unannounced observations for all teachers. For the "other evidence" to be submitted, each teacher and evaluator will identify what evidence and/or artifacts will be submitted. The "BCSD Three Components of Domain 4" form must be submitted to the building principal by October 15 and schedule a due date for the submission of evidence no later than the end of May. While we will focus on some components over others, all components of the rubric will be evaluated and rated.

Administrators will provide the score from the overall score of 60 points based on the teacher's performance as measured by the BCSD Professional Teacher Summative Evaluation on or before the last day of school.

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/5091/182887-eka9yMJ855/BCSD Professional Teacher Summative Evaluation and Scoring Rubric.docx](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers will receive a rating of Highly Effective for the "Other Measures" sub-component when they earn a final average rubric score of 3.5-4.0, as identified on the conversion chart.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers will receive a rating of Effective for the "Other Measures" sub-component when they earn a final average rubric score of 2.5-3.4, as identified on the conversion chart.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers will receive a rating of Developing for the "Other Measures" sub-component when they earn a final average rubric score of 1.5-2.4, as identified on the conversion chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers will receive a rating of Ineffective for the "Other Measures" sub-component when they earn a final average rubric score of 1-1.4, as identified on the conversion chart.

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	5
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	5
4.7) Observations of Tenured Teachers Informal/Short	0
4.7) Observations of Tenured Teachers Total	5

By trained in-school peer teachers or other trained reviewers

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

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

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of 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 Wednesday, November 07, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

Results are well above District- or BOCES-adopted expectations for 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 Thursday, September 27, 2012
Updated Wednesday, November 07, 2012

Page 1

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/5265/182951-Df0w3Xx5v6/3490349-BCSD Teacher Improvement Plan_1.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALS PROCESS

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Appeals of annual professional performance reviews should be limited to those that receive a composite rating of ineffective or developing only.

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures are limited to the following subjects:

- (1) The substance of the annual professional performance review;*
- (2) The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- (2) The adherence to the Commissioner's regulations, as applicable to such reviews;*
- (3) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- (4) The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-c.*

PROHIBITION AGAINST MORE THAN ONE APPEAL

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

BURDEN OF PROOF

The appealing party has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

TIME-FRAME FOR FILING APPEAL

All appeals must be submitted to the Superintendent in writing no later than 15 calendar days of the date when the teacher receives his or her composite APPR rating. The failure to file an appeal within these time-frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

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

TIME-FRAME FOR DISTRICT RESPONSE

Within 15 calendar days of receipt of an appeal, the school district administrator(s) who issued the performance review or are responsible for either the issuance and/or implementation of the terms of the teacher's or principal's improvement plan must submit to the Superintendent, a detailed written response to the appeal. For purposes of this APPR Plan, calendar days shall exclude the periods of the Winter and Spring recesses.

The response must include any and all additional documents or written materials specific to the point(s) of disagreement in the response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

The teacher initiating the appeal shall receive a copy of the response and any and all additional information submitted with the response as soon as practicable but in no case later than one day after the response is filed.

PROFESSIONAL STANDARDS REVIEW PANEL

If a teacher received a rating of "ineffective" or "developing" and disagrees with the Administrator's response to the challenge, the teacher may submit within 10 calendar days the challenge, the Administrator's response, and a written statement explaining in detail the reason(s) for disagreement with the response to a Professional Standards Review Panel ("PSRP"), comprised of two (2) District Administrators (other than the initial evaluator) appointed by the superintendent and two (2) representatives of the BTA appointed by the BTA President. The Review Panel will meet on an agreed upon day within 10 calendar days of receipt of the appeal for the purpose of reviewing all appeals. The PSRP shall review the submitted documentation of the appeal to determine whether the APPRs or TIPs and/or associated processes had been followed. If the PSRP's findings are that the APPR or TIP and/or associated processes were appropriately followed, the initial determination will be sustained. If the PSRP determines that either a procedural or substantive error occurred, the PSRP will make a recommendation to the Superintendent related to the APPR within 10 calendar days. The Superintendent shall render a final determination on the challenge within ten (10) calendar days thereafter. The decision will be shared with the teacher, BTA President and the administrator responsible for the evaluation.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the superintendent of schools or the superintendent's designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the response to the appeal and additional documentary evidence submitted with such response papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by error or defect, modify a rating if it is affected by error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher, the evaluator (or the person responsible for either issuing or implementing the terms of an improvement plan if different) and BTA.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

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

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.

All evaluators will complete training through the Genesee Valley Educational Partnership and other neighboring BOCES, which consist of 5 to 10 full-day trainings throughout the year. In addition, a collaborative review and analysis of observation-based evidence and other professional evidence with Danielson's Rubric will take place during regular management meetings and evaluator

training meetings in order to ensure inter-rater reliability. Lead evaluators and evaluators will utilize authentic evidence gathered during actual teacher observations, they will jointly review taped lessons, and will discuss and review the nine criteria areas.

All documentation of training and development activities will be kept on file. Upon gathering ample documentation that evaluators and lead evaluators have been properly trained, the Superintendent will make a recommendation to the Board of Education to certify each evaluator to conduct evaluations. The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for all evaluators to be re-certified each year.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, September 27, 2012

Updated Friday, November 09, 2012

Page 1

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):

2-4
5-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
PK-1	District, regional, or BOCES-developed	Genesee Valley Educational Partnership (GVEP)-developed ELA and Math Assessments: Grades K and 1

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.	Using data results from regionally developed pre-assessments, for all students targets for final assessments will be established for each individual student in the cohort by the principal and superintendent. Based on the number of students that meet the established targets, principals will be assigned 0-20 points by the superintendent within the HEIDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principals will receive a rating of Highly Effective when 81% - 100% of students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principals will receive a rating of Effective when 61% - 80% of students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principals will receive a rating of Developing when 41% - 60% of students meet their individual targets.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principals will receive a rating of Ineffective when 0% - 40% of students meet their individual targets.

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

[assets/survey-uploads/5365/182968-lha0DogRNw/Conversion Chart for SLOs_1.xlsx](#)

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.

The only controls used in setting targets for Comparable Growth Measures will be student prior academic history. Whether students have a disability, are English Language Learners, or are in poverty, appropriate targets can be established for them based on their prior academic achievement levels.

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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Updated Friday, November 09, 2012

Page 1

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
2-4	(d) measures used by district for teacher evaluation	Genesee Valley Educational Partnership (GVEP)-developed Grade-specific ELA Assessments
5-8	(d) measures used by district for teacher evaluation	Genesee Valley Educational Partnership (GVEP)-developed Grade-specific Math Assessments
9-12	(g) % achieving specific level on Regents or alternatives	Regents Geometry Exam

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.	Using data results from District and/or Regionally developed pre-assessments of all students, student target goals will be developed by the principal and superintendent for each student subgroup (Black/African-American; Hispanic; Student With Disability; Economically Disadvantaged), or a baseline cut point will be established for the entire cohort of subgroup of students.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will receive a rating of Highly Effective when 81% - 100% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will receive a rating of Effective when 61% - 80% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will receive a rating of Developing when 41% - 60% of the students in the subgroup(s) meet their achievement goal on the final assessment.

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

The principal will receive a rating of Ineffective when 0% - 40% of the students in the subgroup(s) meet their achievement goal on the final assessment.

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

(No response)

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

[assets/survey-uploads/5366/182996-qBFVOWF7fC/Conversion Chart for Local Assesment_1.xlsx](#)

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

In the table below, list all of the grade configurations 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
PK-1	(d) measures used by district for teacher evaluation	Genesee Valley Educational Partnership (GVEP)-developed Grade-specific ELA Assessments

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.	Using data results from Regionally developed pre-assessments of all students, student target goals will be developed by the principal and superintendent for each student subgroup (Black/African-American; Hispanic; Student With Disability; Economically Disadvantaged), or a baseline cut point will be established for the entire cohort of subgroup of students.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will receive a rating of Highly Effective when 81% - 100% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will receive a rating of Effective when 61% - 80% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will receive a rating of Developing when 41% - 60% of the students in the subgroup(s) meet their achievement goal on the final assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will receive a rating of Ineffective when 0% - 40% of the students in the subgroup(s) meet their achievement goal on the final assessment.

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

(No response)

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

assets/survey-uploads/5366/182996-T8MIGWUVm1/Conversion Chart for Local Assesment_1.xlsx

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.

The only controls used in setting targets for Locally Selected Measures will be student prior academic history. Whether students have a disability, are English Language Learners, or are in poverty, appropriate targets can be established fro them based on their prior academic achievement levels.

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.

For principals with a mix of sections/courses in the use of multiple locally selected measures, all of the student scores from the multiple sections/courses will be combined into one overall component score of 0-15 or 0-20 as applicable, weighted proportionately based on the number of students in each section/course.

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 Friday, September 28, 2012

Updated Friday, October 05, 2012

Page 1

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	(No response)
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The intended purpose of the administrative evaluation process is to focus on formative professional development in a collegial, non-threatening way to assess the administrator's performance in relation to the ISLLC Standards and improvement goals. The administrator will take the lead in conducting the evaluation process through the use of goal development, self-assessment, reflection, and by gathering input from the various sources, including stakeholders with an interest in the leadership in the school. The input and evidence gathered by the administrator is not intended to become part of a portfolio. Rather, it should provide a basis for self-assessment, goal-setting, professional development, and demonstration of performance on specific standards. The following outlines the administrative evaluation process.

Step 1: Pre-Evaluation Planning

Administrators will complete a self-assessment and reflection using the Multidimensional Principal Performance Rubric and the Self-Assessment Form. This self-assessment should be submitted to the evaluator by July 15 following the end of the school year. This self-assessment will serve as the basis for the evaluation and the development of preliminary goals for the subsequent year.

Step 2: Meeting with Supervisor

Administrators will meet individually with their supervisors, who will have completed a preliminary review of the self-assessment and reflection, to discuss the self-evaluation, progress toward performance goals and the evidence and data that was gathered for the evaluation process. The administrator and supervisor will review the data, evidence, and artifacts necessary to complete the evaluation process and confirm the administrator's level of performance using the Multidimensional Principal Performance Rubric. Growth goals for the following year and recommendations for the Professional Improvement Plan, if necessary, will be discussed. This meeting should take place no later than August 15, before the beginning of the subsequent year.

Step 3: Finalize the Documents

Following the meeting with the supervisor, the administrator will finalize goals and strategies for the upcoming school year and cite the data that will be used as evidence of performance for each standard and progress toward goals. This data may include artifacts for standards on the rubric; feedback from teachers, parents, students, and the school community; documentation of professional development completed during the year; and other data to document achievement of performance goals. This information will be submitted to the supervisor along with a completed Professional Improvement Plan, if necessary, by September 1.

Step 4: Data Collection and School/worksite Visits

The supervisor will visit the school/worksite in order to observe the environment and interact with teachers and other members of the school community during the school year. The supervisor will document these visits and interactions. The administrator will collect evidence documenting performance for each standard and progress toward goals, in preparation for the self-assessment.

Step 5: Assignment of Points

The supervisor will rate the principal on a scale of 1-4 for each of the ISLCC standards. An average total score will be calculated and assigned a HEDI rating (Rubric Score to Sub-Component Conversion Chart).

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.

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.	Principals will receive a rating of Highly Effective for the "other measures" sub-component when they earn a final average rubric score between 3.5-4.0, as identified on the conversion chart.
Effective: Overall performance and results meet standards.	Principals will receive a rating of Effective for the "other measures" sub-component when they earn a final average rubric score between 2.5-3.4, as identified on the conversion chart.
Developing: Overall performance and results need improvement in order to meet standards.	Principals will receive a rating of Developing for the "other measures" sub-component when they earn a final average rubric score between 1.5-2.4, as identified on the conversion chart.
Ineffective: Overall performance and results do not meet standards.	Principals will receive a rating of Ineffective for the "other measures" sub-component when they earn a final average rubric score between 1-1.4, as identified on the conversion chart.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

Probationary Principals

By supervisor	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)

Created Friday, September 28, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, September 28, 2012

Updated Friday, November 09, 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/5276/183930-Df0w3Xx5v6/BCSD Principal Improvement Plan.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Batavia City School District
Principal APPR Appeal Process*

This appeals procedure is proposed to address a principal's due process rights while ensuring that appeals are resolved in an expeditious manner.

CHALLENGES IN AN APPEAL:

Appeals procedures will limit the scope of appeals under Education Law 3012-c to the following subjects:

- 1. the substance of the annual professional performance review;*
- 2. the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;*
- 3. the adherence to the Commissioner's regulations, as applicable to such reviews;*
- 4. compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- 5. the school district's issuance and/or implementation of the terms of a principal improvement plan under Education Law 3012-c.*

RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews will be limited to those that rate a principal as ineffective, developing or an effective rating where compensation may be affected.

PROHIBITION AGAINST MORE THAN ONE APPEAL

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

BURDEN OF PROOF

The burden of proof shall be on the school district to establish in the preponderance of evidence that the rating given to the principal was justified. The principal has the burden of establishing the facts upon which the principal, the appellant, seeks relief.

TIME FRAME FOR FILING THE APPEAL

All appeals must be filed in writing no later than 20 calendar days (October 5) after the date on which the principal receives his/her final and complete annual professional performance review, filed with the Superintendent of Schools and Association President. The act of mailing the appeal shall constitute filing.

The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. Receipt shall mean personal receipt of a final and full APPR document. An extension of the time in which to appeal the final APPR document or the principal improvement plan may be granted by the Superintendent of Schools upon written request, which shall not be unreasonably withheld.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review or the issuance and/or implementation of the terms of his or her improvement plan. Any additional documents or materials relevant to the appeal must be provided by the school district upon request for same. Negative references may be drawn from the failure of the school district to provide the requested documents. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

TIME FRAME FOR SCHOOL DISTRICT RESPONSE

Within 20 calendar days of receipt of an appeal, the school district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the school district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the school district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district and all additional information submitted with the response at the same time the school district files its response.

FILING APPEAL

The principal has ten (10) calendar days to file an appeal with the superintendent if still having a disagreement with the district's determination. The parties must meet within five (5) calendar days after receiving the appeal to select a Hearing Officer from the mutually agreed upon list. The selection must occur in a timely and expeditious manner.

DECISION – MAKER ON APPEAL

A decision shall be rendered by an individual hearing officer chosen from the list of hearing officers approved mutually by the school district and the bargaining unit representing the principals.

The parties agree that:

- 1. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) calendar days or more than fifteen (15) calendar days after the hearing officer is selected.*
- 2. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day. Any extension will be timely and expeditious.*
- 3. The parties shall have the ability to be represented by either legal counsel or union representative, or to appear pro se.*
- 4. The parties shall exchange documentary evidence and an anticipated witness list no less than seven (7) business days before the scheduled hearing date.*
- 5. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.*
- 6. The principal shall have the opportunity to present his/her case, which may include the presentation of witnesses and/or affidavits in lieu of testimony. The school district may refute the principal's presentation. If the school district presents a case, the principal will have the right to present a rebuttal case.*

DECISION

A written decision on the merits of the appeal shall be rendered by the hearing officer no later than 30 calendar days from the close of the hearing.

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.

As the sole evaluator of principals in the Batavia City School District, the Superintendent will be properly trained in the nine elements identified, completing training through the Genesee Valley Educational Partnership, other regional BOCES, NYSCOSS, and LEAF, which will consist of a number of full-day trainings and shorter workshops throughout the year. Due to there being one sole evaluator of principals, inter-rater reliability is not an issue. However, regular interactive review and analysis of professional evidence within the Multidimensional Principal Performance Rubric will take place for the professional growth of the Superintendent and administrative team.

All documentation of training and development activities will be kept on file. Upon gathering ample documentation that the Superintendent has been properly trained, the Superintendent will recommend to the Board of Education that he be certified to conduct principal evaluations. The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for the Superintendent to be recertified each year.

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	Checked

school day of the school year for which the principal is being measured.	
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 Friday, September 28, 2012

Updated Friday, November 09, 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/5581/183941-3Uqgn5g9Iu/DOC20121109125014.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.

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	55 - 57%		
		12	69 - 70%	6	52 - 54%		
20	≥91%	11	67 - 68%	5	49 - 51%	2	28 - 40%
19	86 - 90%	10	64 - 66%	4	45 - 48%	1	15 - 27%
18	81 - 85%	9	61 - 63%	3	41 - 44 %	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41 - 60%		0 - 40%	

				8	59%-60%		
		13	77 - 80%	7	57 - 58%		
		12	73 - 76%	6	53 - 56%		
		11	69 - 72%	5	49 - 52%	2	28 - 40%
15	≥91%	10	65 - 68%	4	45 - 48%	1	15 - 27%
14	81 - 90%	9	61 - 64%	3	41 - 44%	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41 - 60%		0 - 40%	

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	55 - 57%		
		12	69 - 70%	6	52 - 54%		
20	≥91%	11	67 - 68%	5	49 - 51%	2	28 - 40%
19	86 - 90%	10	64 - 66%	4	45 - 48%	1	15 - 27%
18	81 - 85%	9	61 - 63%	3	41 - 44 %	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41 - 60%		0 - 40%	

				8	59%-60%		
		13	77 - 80%	7	57 - 58%		
		12	73 - 76%	6	53 - 56%		
		11	69 - 72%	5	49 - 52%	2	28 - 40%
15	≥91%	10	65 - 68%	4	45 - 48%	1	15 - 27%
14	81 - 90%	9	61 - 64%	3	41 - 44%	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41 - 60%		0 - 40%	

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	55 - 57%		
		12	69 - 70%	6	52 - 54%		
20	≥91%	11	67 - 68%	5	49 - 51%	2	28 - 40%
19	86 - 90%	10	64 - 66%	4	45 - 48%	1	15 - 27%
18	81 - 85%	9	61 - 63%	3	41 - 44 %	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41 - 60%		0 - 40%	

				8	59%-60%		
		13	77 - 80%	7	57 - 58%		
		12	73 - 76%	6	53 - 56%		
		11	69 - 72%	5	49 - 52%	2	28 - 40%
15	≥91%	10	65 - 68%	4	45 - 48%	1	15 - 27%
14	81 - 90%	9	61 - 64%	3	41 - 44%	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41 - 60%		0 - 40%	

BCSD Professional Teacher Summative Evaluation

Name: _____

School/Subject Area: _____

School Year: _____

Administrator: _____ Title: _____

Evaluation is based, in part, on mini-observations conducted on the following dates:

Summative Evaluation Conference Date: _____

	Highly Effective 4 points	Effective 3 points	Developing 2 points	Ineffective 1 points	Total Score for DOMAIN
Domain 1: Planning and Preparation					
Evidence:					
Domain 2: Classroom Environment					
Evidence:					
Domain 3: Instruction					
Evidence:					
Domain 4: Professional Responsibilities					
Evidence:					

Overall Average	
------------------------	--

<u>Level</u>	<u>Overall Rubric Average Score</u>	<u>60 Point Distribution for Composite</u>
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

Conversion Chart:

Rubric Score to Sub-Component Conversion Chart – Other Measures of Teacher Effectiveness:

Ineffective 0-49	
1	0
1.1	12
1.2	25
1.3	37
1.4	49
Developing 50-56	
1.5	50
1.6	50
1.7	51
1.8	52
1.9	52
2	53
2.1	54
2.2	54
2.3	55
2.4	56
Effective 57-58	
2.5	57
2.6	57
2.7	57
2.8	57
2.9	57
3	58
3.1	58
3.2	58
3.3	58
3.4	58
Highly Effective 59-60	
3.5	59
3.6	59
3.7	59
3.8	59
3.9	60
4.0	60

Level	60 point distribution for summative evaluation
Ineffective	0-49
Developing	50-56
Effective	57-58
Highly Effective	59-60

Component and Total Composite Score for Teachers Covered by Education Law 3012-c (Chapter 103 of the Laws of 2010) only.

Overall score for Part A – teacher’s performance as measured by student performance on state assessments OR Student Learning Objective (SLO)	maximum of 20 points	
Overall score for Part B – teacher’s performance as measured by locally selected measures of student achievement/Student Learning Objectives (SLOs)	maximum of 20 points	
Overall score for teacher’s performance as measured by the BCSD Professional Teacher Summative Evaluation	maximum of 60 points	

The overall scoring ranges are as follows (§30-2.6):

Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

Total Composite Score _____ *Rating _____
 (For Teachers covered under Ed Law 3012-c only)

Teacher’s Signature _____ Date _____

Administrator’s Signature _____ Date _____

*Ratings of Developing and Ineffective require the implementation of a Teacher Improvement Plan

(This form will be retained in your personnel file.)

A teacher’s signature does not necessarily mean agreement with any or all of the evaluation, but simply that there has been an opportunity to review and/or discuss the evaluation.

BCSD Three Components of Domain 4

Component 4a: Reflecting on Teaching, p. 94.	Component 4d: Participating in a Professional Community, p. 103
Component 4b: Maintaining Accurate Records, p. 97.	Component 4e: Growing and Developing Professionally-One element: Enhancement of content knowledge and pedagogical skill, p.105.
Component 4c: Communicating with Families, p. 100.	Component 4f: Showing Professionalism

Each teacher will select three (3) components of Domain 4 to concentrate on during the 2012-2013 school year.

Teacher Name: _____

Component 1: _____

Component 2: _____

Component 3: _____

Teacher Improvement Plan

- A. The Teacher Improvement Plan (TIP) for a teacher who is rated ineffective or developing shall be developed by the district and the teacher and shall include:
1. The area or areas in need of improvement, drawn from the evaluation criteria of this APPR;
 2. The timeline for implementing and monitoring the TIP;
 3. A statement of differentiated activities to support improvement that may include: observing other professional educators, modeling by administrators or other educators, in-service training, educational conferences and reference to pedagogical writing based upon scientific research, working with mentors; and
 4. The manner of assessment of improvement that shall be in the nature of direct observation, review of educational materials, review of behaviors, attention to educational directives, evidence of employment of differentiated instruction and student progress based upon the measure as determined by the state and locally under this APPR.
 5. The BTA President will be informed when any staff member is placed on a TIP. Any member placed on a TIP reserves the right to choose a representative of the BTA to attend any meetings within the TIP process.

The TIP shall be set forth on the following form:

Describe the professional development opportunities, materials, resources, and supports, the District will make available.

Assignment of mentor? Yes_____ No_____

Name of mentor_____

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet_____ to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this Assessment, the TIP shall be modified accordingly.

Evaluator's Signature:_____

Date:_____

Teacher's Signature:_____

Date:_____

This plan will begin on : _____

Meeting dates					
---------------	--	--	--	--	--

Evaluator Comments: _____ Date:_____

Teacher Comments: _____ Date:_____

Evaluator Comments: _____ Date:_____

Teacher Comments: _____ Date:_____

Evaluator Comments: Date: _____

Teacher Comments: Date: _____

Evaluator Comments: Date: _____

Teacher Comments: Date: _____

Evaluator Comments: Date: _____

Teacher Comments: Date: _____

Recommendations for results of TIP

The Teacher has met the performance goals identified through the TIP. _____

The Teacher has not met the performance goals. _____

Next Steps: (if goals not met)

Evaluator's Signature _____ Date: _____

Teacher's Signature _____ Date: _____

Teacher's signature does not constitute agreement but merely signifies he/she has examined and discussed the materials with his/her evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	55 - 57%		
		12	69 - 70%	6	52 - 54%		
20	≥91%	11	67 - 68%	5	49 - 51%	2	28 - 40%
19	86 - 90%	10	64 - 66%	4	45 - 48%	1	15 - 27%
18	81 - 85%	9	61 - 63%	3	41 - 44 %	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41 - 60%		0 - 40%	

		13	77 - 80%	7	57 - 60%		
		12	73 - 76%	6	53 - 56%		
		11	69 - 72%	5	49 - 52%	2	28 - 40%
15	≥91%	10	65 - 68%	4	45 - 48%	1	15 - 27%
14	81 - 90%	9	61 - 64%	3	41 - 44%	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41 - 60%		0 - 40%	

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	55 - 57%		
		12	69 - 70%	6	52 - 54%		
20	≥91%	11	67 - 68%	5	49 - 51%	2	28 - 40%
19	86 - 90%	10	64 - 66%	4	45 - 48%	1	15 - 27%
18	81 - 85%	9	61 - 63%	3	41 - 44 %	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41 - 60%		0 - 40%	

				8	59%-60%		
		13	77 - 80%	7	57 - 58%		
		12	73 - 76%	6	53 - 56%		
		11	69 - 72%	5	49 - 52%	2	28 - 40%
15	≥91%	10	65 - 68%	4	45 - 48%	1	15 - 27%
14	81 - 90%	9	61 - 64%	3	41 - 44%	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41 - 60%		0 - 40%	

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	55 - 57%		
		12	69 - 70%	6	52 - 54%		
20	≥91%	11	67 - 68%	5	49 - 51%	2	28 - 40%
19	86 - 90%	10	64 - 66%	4	45 - 48%	1	15 - 27%
18	81 - 85%	9	61 - 63%	3	41 - 44 %	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41 - 60%		0 - 40%	

				8	59%-60%		
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		12	73 - 76%	6	53 - 56%		
		11	69 - 72%	5	49 - 52%	2	28 - 40%
15	≥91%	10	65 - 68%	4	45 - 48%	1	15 - 27%
14	81 - 90%	9	61 - 64%	3	41 - 44%	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41 - 60%		0 - 40%	

Batavia City School District Administrative Summative Evaluation

Name: _____

School/Leadership Area: _____

School Year: _____

Evaluator: _____ Title: _____

Evaluation is based, in part, on a site visits and conferences conducted on the following dates:

Site Visit Dates	Conference Dates	Administrator's Signature	Evaluator's Signature

Summative Evaluation Conference Date: _____

	Highly Effective 4 points	Effective 3 points	Developing 2 points	Ineffective 1 point	Total Score for DOMAIN
ISLLC STANDARD 1 – Shared_Vision for Learning					
Supervisor's Comments					
ISLLC DOMAIN 2 – School Culture					
Supervisor's Comments					
ISLLC DOMAIN 3 – Safe, Efficient, Effective Learning Environment					
Supervisor's Comments					
ISLLC DOMAIN 4 - Community					
Supervisor's Comments					
ISLLC DOMAIN 5 – Integrity, Fairness, Ethics					
Supervisor's Comments					
ISLLC DOMAIN 6 – Political, Social, Economic, Legal and Cultural Context					
Supervisor's Comments					

Average of Total Score for the Standards: _____

Component and Total Composite Score for Administrators Covered by Education Law 3012-c (Chapter 103 of the Laws of 2010) only.

Overall score for Part A – administrator’s performance as measured by student performance on state assessments	maximum of 20 points	
Overall score for Part B – administrator’s performance as measured by locally selected measures of student achievement	maximum of 20 points	
Overall score for administrator’s performance as measured by the ISLLC Standards	maximum of 60 points	

Total Composite Score _____ *Rating _____
 (For Principals covered under Ed Law 3012-c only)

Administrator’s Signature _____ Date _____

Supervisor’s Signature _____ Date _____

*Ratings of Developing and Ineffective require the implementation of a Professional Improvement Plan

Administrative Self-assessment and Reflection

Administrator's Name: _____

School/Leadership Area: _____

School Year: _____

Evaluator: _____ Title: _____

1. Progress Toward Goals

List goals that were established for this school year

Goal #1 –

Goal #2 –

2. Write a narrative reflection for each goal listed. Be sure to include information about the progress that was made and challenges faced/overcome.
3. Describe any evidence that you used to support progress toward goal achievement.
4. Rate yourself on the six ISLCC Standards using the Multidimensional Principal Performance Rubric

	Highly Effective 4 points	Effective 3 points	Developing 2 points	Ineffective 1 point	Total Score for DOMAIN
ISLLC DOMAIN 1 – Shared_Vision					
Comments	Describe any evidence you used to support your self-rating.				
ISLLC DOMAIN 2 – School Culture					
Comments	Describe any evidence you used to support your self-rating.				
ISLLC DOMAIN 3 – Safe, Efficient, Effective Learning Environment					
Comments	Describe any evidence you used to support your self-rating.				
ISLLC DOMAIN 4 - Community					
Comments	Describe any evidence you used to support your self-rating.				
ISLLC DOMAIN 5 – Integrity, Fairness, Ethics					
Comments	Describe any evidence you used to support your self-rating.				
ISLLC DOMAIN 6 - Political, Social, Economic, Legal and Cultural Context					
Comments	Describe any evidence you used to support your self-rating.				

Average of Total Score for the Domains: _____

5. Include any attachments that are needed.

Complete and return to supervisor no later than July 15 following the school year for which you are being evaluated.

Conversion Chart:

Rubric Score to Sub-Component Conversion Chart – Other Measures of Teacher Effectiveness:

Ineffective 0-49	
1	0
1.1	12
1.2	25
1.3	37
1.4	49
Developing 50-56	
1.5	50
1.6	50
1.7	51
1.8	52
1.9	52
2	53
2.1	54
2.2	54
2.3	55
2.4	56
Effective 57-58	
2.5	57
2.6	57
2.7	57
2.8	57
2.9	57
3	58
3.1	58
3.2	58
3.3	58
3.4	58
Highly Effective 59-60	
3.5	59
3.6	59
3.7	59
3.8	59
3.9	60
4.0	60

<u>Level</u>	<u>Overall Rubric Average Score</u>	<u>60 Point Distribution for Composite</u>
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58

Highly Effective	3.5-4	59-60
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Professional Improvement Plan

The Batavia City School District is dedicated to providing the best possible instruction and instructional support for students at every grade level. The evaluation of principals is an essential part of that commitment. The information that follows is intended to assist principals whom have received APPR composite ratings in the "Developing" and "Ineffective" ranges.

Parts A and B of the Improvement Plan should be submitted immediately after completion of the Plan (no later than the first ten days of attendance for students following the school year for which the "developing" or "ineffective rating" was received by the staff member). Part C will be submitted no later than March 15 of the school year in which the plan was initiated. Part C may be submitted earlier at the Superintendent's discretion. Part C will be attached to Parts A and B. The completed document will be placed in the Personnel File.

**Batavia City School District
Principal Improvement Plan
Part I**

This document is designed to be used as a follow up to a Annual Professional Performance Review.

Principal's Name	
Building	
Date	
Superintendent's Signature	

Part A (to be completed by the Superintendent)

This plan has been initiated as a result of _____ (indicate the document that triggered the need for an improvement plan, i.e. the APPR, June 2012)

List specific areas of concern	
Domain/s:	Components:

Part B (to be completed by the Superintendent and Principal together)

List actions that will be taken to address concerns and describe what resources the district will provide to support the staff member.

Actions to be taken	Dates	Support to be provided by district

Principal's Signature _____ Date _____

Superintendent's Signature _____ Date _____

**Batavia City School District
Professional Improvement Plan
Part C**

Part C (to be completed by Superintendent, and attached to Parts A and B)

Describe the outcome of the improvement plan. What is the evidence that concerns have or have not been addressed? What next steps are recommended for this staff member?

Principal's Signature _____ Date _____

Superintendent's Signature _____ Date _____

Staff Member's Signature does not necessarily indicate agreement with any or all of the evaluation, but simply that there has been an opportunity to review and/or discuss the evaluation. Supplementary data may be attached by the staff member.

Copy: Personnel File

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:

Shangwan Long 11-9-12

Teachers Union President Signature: Date:

Ma Maury 11-9-12

Administrative Union President Signature: Date:

Trisha L. Fryer 11-8-12
Paul D. Bell 11-9-12

Board of Education President Signature: Date:

Wayne A. Shurtlow 11-9-12