



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

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

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September 12, 2013

Revised

Michael Mansfield, Superintendent
Bemus Point Central School District
P.O. Box 468
Bemus Point, NY 14712

Dear Superintendent Mansfield:

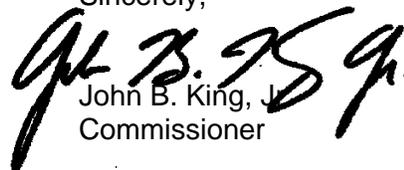
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Dr. David O'Rourke

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, August 20, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 061001040000

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

061001040000

1.2) School District Name: BEMUS POINT CSD

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

BEMUS POINT CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Tuesday, September 10, 2013

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, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
1	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
2	State-approved 3rd party assessment	i-Ready Diagnostic 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart uploaded in task 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
1	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
2	State-approved 3rd party assessment	i-Ready Diagnostic 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart uploaded in task 2.11.
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.

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	E2CCB Developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	E2CCB Developed 7th Grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart uploaded in task 2.11.
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.

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	E2CCB Developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	E2CCB Developed 7th Grade Social Studies assessment
8	District, regional or BOCES-developed assessment	E2CCB Developed 8th Grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart uploaded in task 2.11.
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Effective (9 - 17 points) Results meet District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.

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	E2CCB Developed 9th Grade Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart uploaded in task 2.11.
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Effective (9 - 17 points) Results meet District goals for similar students.	Consult te uploaded conversion chart in Task 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart uploaded in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.

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 measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart
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uploaded in task 2.11.
(We will administer the NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra Regents. Teachers will use the higher of the two assessment scores.)

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

Consult the uploaded conversion chart in Task 2.11.

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

Consult the uploaded conversion chart in Task 2.11.

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

Consult the uploaded conversion chart in Task 2.11.

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

Consult the uploaded conversion chart in Task 2.11.

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	BPCSD Developed 9th Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	BPCSD Developed 10th Grade ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents

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

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

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

Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart uploaded in task 2.11.

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

Consult the uploaded conversion chart in Task 2.11.

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

Consult the uploaded conversion chart in Task 2.11.

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

Consult the uploaded conversion chart in Task 2.11.

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

Consult the uploaded conversion chart in Task 2.11.

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
Spanish 7	District, Regional or BOCES-developed	BPCSD Developed Spanish 7 Assessment
HS Spanish	School/BOCES-wide/group/team results based on State	NYS Regents - Integrated Algebra, Common Core Algebra, Living Environment, Global History, American History, and Comprehensive English Regents Assessments
Home and Careers	School/BOCES-wide/group/team results based on State	NYS 7th grade ELA Assessment
Spanish I	School/BOCES-wide/group/team results based on State	NYS 8th grade ELA Assessment
Elementary PE (K-5)	District, Regional or BOCES-developed	BPCSD Developed Course Specific Assessment
Library Media Specialist	School/BOCES-wide/group/team results based on State	NYS 6th grade ELA Assessment
Art (K-5)	District, Regional or BOCES-developed	BPCSD Developed Course Specific Assessment
HS PE (6-12)	School/BOCES-wide/group/team results based on State	NYS Regents - Integrated Algebra, Common Core Algebra, Living Environment, Global History, American History, and Comprehensive English Regents Assessments
Music (K-5)	District, Regional or BOCES-developed	BPCSD Developed Course Specific Assessment
Business	School/BOCES-wide/group/team results based on State	NYS Regents - Integrated Algebra, Common Core Algebra, Living Environment, Global History, American History, and Comprehensive English Regents Assessments
Special Education (Elementary 1-2)	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
Special Education (Elementary 2 & 5)	State Assessment	NYS 5th Grade ELA and Math Assessments
Special Education (Elementary 3 & 4)	State Assessment	NYS 3rd and 4th Grade ELA and Math Assessments
Special Education (Middle School)	School/BOCES-wide/group/team results based on State	NYS 8th grade ELA and Math Assessment
Special Education (High School)	School/BOCES-wide/group/team results based on State	NYS Regents - Integrated Algebra, Common Core Algebra, Living Environment, Global History, American History, and Comprehensive English Regents Assessments
Remedial Reading (Elementary)	School/BOCES-wide/group/team results based on State	NYS 4th grade ELA and Math Assessment

Technology 6-8	District, Regional or BOCES-developed	BPCSD Developed Technology Assessment
Remedial Reading (Elementary 1-3)	School/BOCES-wide/group/team results based on State	NYS Grade 3 ELA Assessment
Remedial Reading (Elementary 4-5)	State Assessment	NYS 4th & 5th grade ELA Assessments
HS Art	School/BOCES-wide/group/team results based on State	NYS Regents - Integrated Algebra, Common Core Algebra, Living Environment, Global History, American History, and Comprehensive English Regents Assessments

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

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.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart uploaded in task 2.11. For courses using school-wide measures the HEDI score will be based on the school-wide results of the applicable assessments. We will administer the NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra Regents. Teachers will use the higher of the two assessment scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
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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.

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2.12) Locally Developed Controls

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

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

None

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Sunday, August 25, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
5	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
6	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
7	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
8	4) State-approved 3rd party assessments	i-Ready Diagnostic 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.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-15 HEDI score will be determined using the uploaded 15 point conversion chart. The 20 point conversion chart will be used until the value-added measure is implemented. Please consult the chart uploaded in task 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
5	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
6	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
7	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
8	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment

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

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

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.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-15 HEDI score will be determined using the uploaded 15 point conversion chart. The 20 point conversion chart will be used until the value-added measure is implemented. Please consult the chart uploaded in task 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.3

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/12149/583033-rhJdBgDruP/3.3 CHART - 15 and 20 Point_2.docx

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
- (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
- (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	BPCSD Developed Kindergarten Reading Assessment
1	5) District, regional, or BOCES–developed assessments	BPCSD Developed 1st Grade Reading Assessment
2	5) District, regional, or BOCES–developed assessments	BPCSD Developed 2nd Grade Reading Assessment
3	5) District, regional, or BOCES–developed assessments	BPCSD Developed 3rd Grade Reading 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.	Teachers in collaboration with administrators will establish a proficiency benchmark using prior academic history. The proficiency benchmark will be approved by the Principal prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-20 HEDI will be determined using the uploaded conversion chart in task 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	BPCSD Developed Kindergarten Mathematics Assessment
1	5) District, regional, or BOCES–developed assessments	BPCSD Developed 1st Grade Mathematics Assessment
2	5) District, regional, or BOCES–developed assessments	BPCSD Developed 2nd Grade Mathematics Assessment
3	5) District, regional, or BOCES–developed assessments	BPCSD Developed 3rd Grade Mathematics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with administrators will establish a proficiency benchmark using prior academic history. The proficiency benchmark will be approved by the Principal prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-20 HEDI will be determined using the uploaded conversion chart in task 3.13
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	E2CCB Developed 6th Grade Science Assessment
7	5) District, regional, or BOCES–developed assessments	E2CCB Developed 7th Grade Science Assessment
8	5) District, regional, or BOCES–developed assessments	E2CCB Developed 8th Grade 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.	Teachers in collaboration with administrators will establish a proficiency benchmark using prior academic history. The proficiency benchmark will be approved by the Principal prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-20 HEDI will be determined using the uploaded conversion chart in task 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	E2CCB BOCES 6th Grade Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	E2CCB BOCES 7th Grade Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	E2CCB BOCES 8th Grade 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.	Teachers in collaboration with administrators will establish a proficiency benchmark using prior academic history. The proficiency benchmark will be approved by the Principal prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-20 HEDI will be determined using the uploaded conversion chart in task 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	E2CCB 9th Grade Social Studies Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global History Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	NYS American History Regents 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.	Teachers in collaboration with administrators will establish a proficiency benchmark using prior academic history. The proficiency benchmark will be approved by the Principal prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-20 HEDI will be determined using the uploaded conversion chart in task 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13

3.9) High School Science

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

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

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

Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents Exam
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with administrators will establish a proficiency benchmark using prior academic history. The proficiency benchmark will be approved by the Principal prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-20 HEDI will be determined using the uploaded conversion chart in task 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	NYS Integrated Algebra Regents Exam and NYS Common Core Algebra Regents Exam
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Goemetry Regents Exam
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Alegebra II Regents Exam

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with administrators will establish a proficiency benchmark using prior academic history. The proficiency benchmark will be approved by the Principal prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-20 HEDI will be determined using the uploaded conversion chart in task 3.13. We will administer both the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents exams. Teachers will take the higher score of the two exams.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	BPCSD District Developed 9th Grade ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	BPCSD District Developed 10th Grade ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	BPCSD District Developed 11th Grade 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.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with administrators will establish a proficiency benchmark using prior academic history. The proficiency benchmark will be approved by the Principal prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-20 HEDI will be determined using the uploaded conversion chart in task 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13

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
Spanish 7 & 8	5) District/regional/BOCES–developed	E2CCB BOCES Developed 7th-8th Grade Spanish Assessments
HS Spanish	5) District/regional/BOCES–developed	E2CCB BOCES Developed HS Spanish Assessment
Junior High Self-Contained Classroom	5) District/regional/BOCES–developed	BPCSD Developed Course Specific Assessment
Grades 6-8 Special Education Teacher	4) State-approved 3rd party	i-Ready Diagnostic Assessment
Grades 9-12 High School Special Education	5) District/regional/BOCES–developed	BPCSD Developed 9th-12th Grade Reading Assessment
Home and Careers Grade 7	5) District/regional/BOCES–developed	E2CCB Developed 7th Grade Home and Careers Assessment

Elementary Music K-5	5) District/regional/BOCES–developed	BPCSD District Developed Course Specific Music Assessment
Elementary Self-Contained Classroom	5) District/regional/BOCES–developed	BPCSD District Developed Reading Assessment
Elementary Art K-5	5) District/regional/BOCES–developed	BPCSD District Developed Course Specific Art Assessment
Library/Media Specialist	5) District/regional/BOCES–developed	BPCSD Developed Library/Media Assessment
Elementary PE K-5	5) District/regional/BOCES–developed	BPCSD District Developed Course Specific PE Assessment
Elementary Special Education (2-5)	4) State-approved 3rd party	i-Ready Diagnostic Assessment
Senior High Band 9-12	5) District/regional/BOCES–developed	BPCSD District Developed 9th-12th Grade Band Assessment
Senior High Chorus 9-12	5) District/regional/BOCES–developed	BPCSD District Developed 9th-12th Grade Chorus Assessment
High School PE 6-12	5) District/regional/BOCES–developed	BPCSD District Developed Course Specific PE Assessment
Technology	5) District/regional/BOCES–developed	BPCSD District Developed Course Specific Technology Assessment
HS Art 9-12	5) District/regional/BOCES–developed	E2CCB BOCES Developed Course Specific Art Assessment
Keyboarding	5) District/regional/BOCES–developed	BPCSD Developed Keyboarding Assessment
Remedial Reading (1-3)	5) District/regional/BOCES–developed	BPCSD Developed 1st-3rd Grade Reading Assessment
Remedial Reading (4-5)	4) State-approved 3rd party	i-Ready Diagnostic Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with administrators will establish a proficiency benchmark using prior academic history. The proficiency benchmark will be approved by the Principal prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-20 HEDI will be determined using the uploaded conversion chart in task 3.13. All administered assessments are administered in the applicable classrooms.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	Consult uploaded conversion chart in task 3.13

grade/subject.	
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13

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/12149/583033-y92vNseFa4/3.13 CHART - 15 and 20 Point_2.docx

3.14) Locally Developed Controls

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

Teachers in collaboration with the principals are setting differentiated proficiency targets for students with disabilities and ELL students. This will allow for a more level playing field for the teachers in the BPCSD.

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.

In cases where a teacher has more than one growth or achievement score the HEDI scores for each achievement/growth score will be weighted as a percentage of students assessed for each Achievement/Growth score as compared to total number students assessed. The weighted scores will be totaled for one HEDI score.

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)

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Updated Sunday, August 25, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The 2011 Danielson Evaluation Rubric has four Domains (i.e., Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities). All 60 points for the "Other Effective Measures" will be based upon this rubric as follows:

Domain 1 (Planning and Preparation) - 6 Components worth an average rubric score of 1 - 4.

Domain 2 (Classroom Environment) - 5 Components worth an average rubric score of 1 - 4.

Domain 3 (Instruction) - 5 Components worth an average rubric score of 1 - 4.

Domain 4 (Professional Responsibilities) - 6 Components worth an average rubric score of 1 - 4.

Evidence from all observations will be collected throughout the year and a final 1-4 score in each domain will be determined at the end of the year based on all of the collected evidence. Each component will be rated on a four point scale as follows: Highly Effective (Distinguished) -4 points, Effective (Proficient) -3 points, Developing (Basic) - 2 points, Ineffective (Unsatisfactory) - 1 point. Points for each Domain will be added together and divided by the number of components in the Domain (e.g., Domain 1 is divided by 6, Domain 2 is divided by 5, etc.). The total number of all four Domains will be divided by four to convert to a composite score (0-60). Traditional rounding rules will apply and in no case will a teacher's HEDI rating change as a result of rounding. All composite scores will be a whole number.

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

assets/survey-uploads/12179/583034-eka9yMJ855/TEACHER EVALUATION FORMS 4.1.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers in this category consistently exceed the District's expectations. (3.5-4.0)
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers in this category consistently meet the District's expectations. (2.5-3.4)
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers in this category are approaching the District's expectations. (1.5-2.4)
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers in this category are well below the District's expectations. (1-1.4)

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	2
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

Overall performance and results need improvement in order to meet NYS Teaching Standards.

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above

91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/583036-Df0w3Xx5v6/TIP Form.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:

Any unit member aggrieved by the substance of an APPR rating of either "ineffective," or "developing" may challenge that APPR. Within 15 school days after the teacher has received the APPR, the teacher may file an appeal of the APPR with the Superintendent

and authoring administrator. Within 15 days of the receipt of the appeal, the supervising administrator must submit a detailed written response to the Superintendent and the aggrieved member.

Decisions:

Step 1: The teacher whose APPR is the subject of the appeal will have a conference with the supervising administrator within 5 school days of the teacher's receipt of the supervising administrator's written response.

Step 2: Within 10 school days of the receipt of the aggrieved member's appeal to the Superintendent, the Superintendent will meet with the aggrieved member and the supervising administrator. Within 5 days of the conclusion of the meeting, the Superintendent will issue a written determination to the aggrieved member.

Step 3: Only appeals of tenured teachers for violations of the procedure executed to produce the APPR and/or appeals of the content of the evaluation that can be backed with documented evidence and not merely subjective opinion would have a Step 3, binding arbitration to be conducted pursuant to the labor arbitration rules of the American Arbitration Association. This step will be completed in a timely and expeditious manner in accordance with Education Law 3012-c.

6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

1. The District will certify Lead Evaluators as qualified to conduct teacher evaluations under 3012-c and Commissioner's regulation. Lead Evaluators are defined as District Administrators. (30-2.9 a)
2. The District will provide training to Evaluators and Lead Evaluators through the E2CCB BOCES Evaluator Training Program with multiple training dates to be held throughout the school year. The training will address the 9 required elements found in 30-2.9B of the Commissioner's Regulations.
3. Through bi-monthly meetings of the Instructional Leadership team, the team of evaluators will continue working to build inter-rater reliability. We will seek out additional opportunities through BOCES and other resources to continue to build on this.
4. Our Board of Education will re-certify each evaluator every year. Training will be on-going as needed.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

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

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

PK-5
6-12
(No response)

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

Please check the boxes below:

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

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not Applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

none

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Sunday, August 25, 2013

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.

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
PK-5	(d) measures used by district for teacher evaluation	NYS State Assessments in 3rd-5th Grade ELA & Math - Grades 3-5
6-12	(d) measures used by district for teacher evaluation	NYS State Assessments in 6th-8th Grade ELA & Math

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.	Principals in collaboration with the Superintendent will establish a proficiency benchmark using prior academic history. The proficiency benchmark will be approved by the Superintendent prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-15 HEDI will be determined using the uploaded conversion chart in task 8.1. The 20 point chart uploaded in task 8.1 will be used until the value-added measure is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart

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

(No response)

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

assets/survey-uploads/12190/583038-qBFVOWF7fC/8.1 CHART - 15 and 20 Point_2.docx

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Not Applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

None

8.4) Principals with More Than One Locally Selected Measure

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

Not Applicable

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 Tuesday, April 30, 2013

Updated Tuesday, August 27, 2013

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
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9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
--	---------------

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
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K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
--	---------------

K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
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K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
--	---------------

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Superintendent will make multiple visits to the principal's school and will collect evidence on each dimension in the seven rubric domains throughout the year. Evidence from all visits will be used to determine a summative 0-3 score in each dimension. Every dimension will be scored on a 0-3 basis (0=ineffective, 1=developing, 2=effective, 3=highly effective). The domains will then be added together to obtain a final raw score. The raw score will then be converted to a score of between 0 - 60. The point chart is uplodned in 9.7.

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

[assets/survey-uploads/12205/583039-pMADJ4gk6R/9.7 - 66 Point Principal Chart_3.docx](#)

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

Highly Effective: Overall performance and results exceed standards.	Based on the District's goals and priorities, the principals' overall performance and results exceeds the level of performance expected as assessed by the MPPR rubric.
Effective: Overall performance and results meet standards.	Based on the District's goals and priorities, the principals' overall performance and results meets the level of performance expected as assessed by the MPPR rubric.

Developing: Overall performance and results need improvement in order to meet standards.	Based on the District's goals and priorities, the principals' overall performance and results needs improvement in order to meet standards.
Ineffective: Overall performance and results do not meet standards.	Based on the District's goals and priorities, the principals' overall performance and results do not meet standards.

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 Tuesday, April 30, 2013

Updated Monday, August 05, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, August 27, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/583041-Df0w3Xx5v6/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:

A principal who receives a developing or ineffective rating shall be entitled to appeal this rating. The appeal must be done and submitted to the superintendent who has been trained in accordance with the requirements of the statute and regulations. An evaluation shall not be placed in a principals file until either the expiration of the 15 business day period during which an appeal could be filed by the principal or the conclusion of the appeal process described herein whichever is later.

The Principal must submit a written description of the specific areas of disagreement in his or her performance review or the issuance or the implementation of the terms of his or her improvement plan. The District upon written request must provide any additional documents or materials relevant to the appeal. The performance review and/or the improvement plan being challenged must be submitted with the appeal.

The appeal must be filed and in writing within 15 calendar days of the presentation of the document to the principal or the right to appeal shall be deemed to fail in all regards. An appeal shall be scheduled with the school attorney within 15 business days of the receipt of appeal. The superintendent shall respond to the appeal in writing within 15 calendar days of the receipt of the appeal. The superintendent's response to the appeal is the final determination.

11.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by certified E2CCB BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended State Education Department ("SED") model certification process incorporating the Regulations that were enacted to implement Education Law §3012-c. Evaluators will attend this BOCES training throughout the year at a duration as offered by Erie #2 BOCES. Turn-key training will be provided for lead evaluators of a similar duration. This training will include the following Requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and ISSLC Standards;
 - Evidence-based observation;
 - Application and use of Student Growth Percentile and Value Added Growth Model data;
 - Application and use of the State-approved teacher or principal practice rubrics;
 - Application and use of any assessment tools used to evaluate teachers and principals;
 - Application and use of State-approved locally selected measures of student achievement;
 - Use of Statewide Instructional Reporting System;
 - Scoring methodology used to evaluate teachers and principals; and
 - Specific considerations in evaluating teachers and principals of English language learners ("ELLS") and students with disabilities.
- The District will work with the Erie #2 BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

Training will be made available on an ongoing as needed basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Wednesday, September 11, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/583042-3Uqgn5g9Iu/Implementation Certification Form.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.

Growth on State Assessments or Comparable Measures –

Section 2.11 CHART – Applicable to all grade levels and subjects

		17	86 – 89%				
		16	82 – 85%				
		15	78 – 81%				
		14	74 – 77%	8	49 – 53%		
		13	70 – 73%	7	44 – 48%		
		12	66 – 69%	6	39 – 43%		
20	98 - 100%	11	62 – 65%	5	34 – 38%	2	19 – 24%
19	94 - 97%	10	58 – 61%	4	29 – 33%	1	13 – 18%
18	90 - 93%	9	54 – 57%	3	25 – 28%	0	0 – 12%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
90 – 100%		54 – 89%		25-53%		0-24%	

20 Point Conversion Chart

3.3 CHART

		13	84 – 89%				
		12	78 – 83%	7	47 – 53%		
		11	72 – 77%	6	41 – 46%		
		10	66 – 71%	5	35 – 40%	2	19 – 24%
15	95 – 100%	9	60 – 65%	4	29 – 34%	1	13 – 18%
14	90 – 94%	8	54 – 59%	3	25 – 28%	0	0 – 12%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
90 – 100%		54 – 89%		25-53%		0-24%	

15 Point Conversion Chart

20 point chart (see below)

		17	86 – 89%				
		16	82 – 85%				
		15	78 – 81%				
		14	74 – 77%	8	49 – 53%		
		13	70 – 73%	7	44 – 48%		
		12	66 – 69%	6	39 – 43%		
20	98 - 100%	11	62 – 65%	5	34 – 38%	2	19 – 24%
19	94 - 97%	10	58 – 61%	4	29 – 33%	1	13 – 18%
18	90 - 93%	9	54 – 57%	3	25 – 28%	0	0 – 12%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
90 – 100%		54 – 89%		25-53%		0-24%	

20 point Conversion Chart

3.13 CHART

		13	84 – 89%				
		12	78 – 83%	7	47 – 53%		
		11	72 – 77%	6	41 – 46%		
		10	66 – 71%	5	35 – 40%	2	19 – 24%
15	95 – 100%	9	60 – 65%	4	29 – 34%	1	13 – 18%
14	90 – 94%	8	54 – 59%	3	25 – 28%	0	0 – 12%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
90 – 100%		54 – 89%		25-53%		0-24%	

15 Point Conversion Chart

20 point chart (see below)

		17	86 – 89%				
		16	82 – 85%				
		15	78 – 81%				
		14	74 – 77%	8	49 – 53%		
		13	70 – 73%	7	44 – 48%		
		12	66 – 69%	6	39 – 43%		
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19	94 - 97%	10	58 – 61%	4	29 – 33%	1	13 – 18%
18	90 - 93%	9	54 – 57%	3	25 – 28%	0	0 – 12%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
90 – 100%		54 – 89%		25-53%		0-24%	

20 point Conversion Chart

19713714-TEACHER EVALUATION FORMS 4.1.log

%%[ProductName: Distiller]%%

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æ]%%[Flushing: rest of job (to end-of-file) will be ignored]%%

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Bemus Point Central School District

Teacher Improvement Plan (TIP)

The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Teacher _____

Grade/Subject _____

Evaluator _____

[Teacher Association Representative _____]

Date _____

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them

Priority	Area needing improvement	Performance goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.

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

The teacher, evaluator, 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 _____

Meeting Dates				

Record of Meetings

Meeting Date _____

Evaluator Comments

Teacher Comments

Recommendation 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

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 15 days, which may be considered during the Appeals process.

8.1 CHART

		13	84 – 89%				
		12	78 – 83%	7	47 – 53%		
		11	72 – 77%	6	41 – 46%		
		10	66 – 71%	5	35 – 40%	2	19 – 24%
15	95 – 100%	9	60 – 65%	4	29 – 34%	1	13 – 18%
14	90 – 94%	8	54 – 59%	3	25 – 28%	0	0 – 12%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
90 – 100%		54 – 89%		25-53%		0-24%	

15 Point Conversion Chart

20 point chart (see below)

		17	86 – 89%				
		16	82 – 85%				
		15	78 – 81%				
		14	74 – 77%	8	49 – 53%		
		13	70 – 73%	7	44 – 48%		
		12	66 – 69%	6	39 – 43%		
20	98 - 100%	11	62 – 65%	5	34 – 38%	2	19 – 24%
19	94 - 97%	10	58 – 61%	4	29 – 33%	1	13 – 18%
18	90 - 93%	9	54 – 57%	3	25 – 28%	0	0 – 12%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
90 – 100%		54 – 89%		25-53%		0-24%	

20 point Conversion Chart

Raw Points	HEDI Points		Raw Points	HEDI Points
66	60		32	32
65	60		31	31
64	60		30	30
63	59		29	29
62	59		28	28
61	59		27	27
60	59		26	26
59	58		25	25
58	58		24	24
57	57		23	23
56	56		22	22
55	55		21	21
54	54		20	20
53	53		19	19
52	52		18	18
51	51		17	17
50	50		16	16
49	49		15	15
48	48		14	14
47	47		13	13
46	46		12	12
45	45		11	11
44	44		10	10
43	43		9	9
42	42		8	8
41	41		7	7
40	40		6	6
39	39		5	5
38	38		4	4
37	37		3	3
36	36		2	2
35	35		1	1
34	34		0	0
33	33			

Domain 1 = 2 Dimensions

Domain 2 = 5 Dimensions

Domain 3 = 4 Dimensions

Domain 4 = 3 Dimensions

Domain 5 = 2 Dimensions

Domain 6 = 2 Dimensions

Other: Goal Setting Domain =4 Dimensions

Highly Effective = 3 Points

Effective = 2 Points

Developing = 1 Points

Ineffective = 0 Points

Principals will be:

Highly Effective with scores of 59-60

Effective with scores of 57-58

Developing with a score of 50-56

Principals earning scores of 49 or less are ineffective

I. Principal Improvement Plan

A. Upon receiving a rating of “developing or ineffective”, an improvement plan (PIP) must be designed to rectify perceived or demonstrated deficiencies. This plan must be developed and commenced no later than ten (10) days before the start of the school year. The Superintendent, in cooperation with the principal, must develop the improvement plan. The principal may request the attendance of a colleague to assist in the development of the PIP. The PIP must contain:

- A clear delineation of the deficiencies that promulgated the ineffective or developing assessment rating.
- Specific improvement goal/outcome statements.
- Specific improvement action steps/activities.
- A reasonable timeline for achieving improvement not to be less than one semester.
- Required and accessible resources to achieve the goals.
- A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. (Minimum of one meeting scheduled quarterly by the Superintendent. The Superintendent will summarize the formative evaluation conferences in writing within ten (10) days of each conference).
- A clear manner in which improvement efforts will be assessed including evidence demonstrating improvement.
- A formal, written summative assessment delineating progress made.

In the event a principal receives a “Developing or Ineffective” rating, and does not wish to appeal the rating, a PIP will be collaboratively constructed between the Superintendent and principal.

Principal Improvement Plan

NAME _____

ASSIGNMENT _____

ACADEMIC YEAR _____

Deficiency that promulgated the “developing or ineffective” performance rating:

Documentation that highlights areas of deficiency:

Improvement

Goal/Outcome: _____

Action Steps/Activities:

Timeline for completion: _____

Required and Accessible Resources (including responsibility for provision): _____

Date(s) for formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

Quarter 1 _____
Quarter 2 _____
Quarter 3 _____
Quarter 4 _____

Evidence of Goal Achievement:

Superintendent Signature

Date

Principal Signature

Date

11. Additional Requirements - Principals

Created Monday, June 11, 2012

Updated Monday, October 15, 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/5276/141561-Df0w3Xx5v6/Principal Improvement Plan.docx](assets/survey-uploads/5276/141561-Df0w3Xx5v6/Principal%20Improvement%20Plan.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:

A principal who receives a developing or ineffective rating shall be entitled to appeal this rating. The appeal must be done and submitted to the superintendent who has been trained in accordance with the requirements of the statute and regulations. An evaluation shall not be placed in a principals file until the either the expiration of the 15 business day period during which an appeal could be filed by the principal or the conclusion of the appeal process described herein whichever is later.

The Principal must submit a written description of the specific areas of disagreement in his or her performance review or the issuance or the implementation of the terms of his or her improvement plan. The DIstrict upon written request must provide any additional

documents or materials relevant to the appeal. The performance review and/or the improvement plan being challenged must be submitted with the appeal.

The appeal must be filed and in writing within 15 calendar days of the presentation of the document to the principal or the right to appeal shall be deemed to fail in all regards. An appeal shall be scheduled with the school attorney within 15 business days of the receipt of appeal. The superintendent shall respond to the appeal in writing within 15 calendar days of the receipt of the appeal. A written decision shall be rendered no later than 10 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.

The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by certified Erie #2 BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended State Education Department ("SED") model certification process incorporating the Regulations that were enacted to implement Education Law §3012-c. Evaluators will attend this BOCES training throughout the year at a duration as offered by Erie #2 BOCES. Turn-key training will be provided for lead evaluators of a similar duration. This training will include the following Requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and ISSLC Standards;
 - Evidence-based observation;
 - Application and use of Student Growth Percentile and Value Added Growth Model data;
 - Application and use of the State-approved teacher or principal practice rubrics;
 - Application and use of any assessment tools used to evaluate teachers and principals;
 - Application and use of State-approved locally selected measures of student achievement;
 - Use of Statewide Instructional Reporting System;
 - Scoring methodology used to evaluate teachers and principals; and
 - Specific considerations in evaluating teachers and principals of English language learners ("ELLS") and students with disabilities.
- The District will work with the Erie #2 BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
--	---------

11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
--	---------

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 061001040000

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

061001040000

1.2) School District Name: BEMUS POINT CSD

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

BEMUS POINT CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Re-submission to address deficiencies

Memorandum of Understanding
Between
The Bemus Point Central School District (“District”)
And
The Bemus Point Faculty Association (“BPFA”)

Re: 3012-c Teacher Evaluations

I. Statement of Purpose

The overarching goal of the teacher evaluation system is to promote student learning and improve teaching and professional practice. The Annual Professional Performance Review (APPR) encourages professional growth and development through a process that is based on current research on best practices and is aligned with New York State's Teaching Standards. It assures a common language, and common expectations among all teachers and evaluators. It is intentionally linked with Bemus Point Central School District's Professional Development Plan to ensure teacher-driven professional development and support.

The District and BPPFA Recognizes That:

The following principles will govern the APPR process:

- It is every teacher's responsibility to continue to grow professionally.
- It is the District's responsibility to provide the resources and support for teachers to improve instruction and professional practice.
 - The District will provide each teacher with one half (1/2) day each semester to complete the teachers' professional requirements for APPR as identified by the teacher. Upon mutual agreement of both parties the District will provide additional time for grading assessments on a case by case basis.
- The overarching goal of the evaluation process is that teachers and evaluators examine the evidence obtained by multiple measures of teaching practice and student achievement to plan for meaningful professional learning and improvement of instruction.
- Evaluations will be conducted openly and objectively with the full involvement of the teacher.
- The APPR Plan will be reviewed annually by the APPR Joint Committee and any changes or modifications regarding subject material which must be collectively bargained under the law will be negotiated.

II. Plan Requirements

Under Education Law §3012-c, each teacher must receive an APPR resulting in a single composite effectiveness score and a rating of "highly effective," "effective," "developing," or "ineffective." The composite score will be determined as follows:

- 20 percent student growth on state assessments or a comparable measure of student growth (25 percent upon implementation of a value-added growth model);
- 20 percent other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms (15 percent following implementation of a value-added model), which are to be developed locally through collective bargaining; and
- 60 percent based on multiple measures of effective teaching practice aligned with the state's teaching standards. The measures are to be established locally through collective bargaining.

The intent of the evaluation system is to foster a culture of continuous growth for professionals. The APPR is required to be a significant factor in employment decisions including, but not limited to: retention of probationers, tenure determination, termination, supplemental compensation and professional development. Each decision is to be made in accordance with locally developed procedures collectively bargained. However, the District retains the right to terminate probationers for lawful reasons other than classroom performance.

The District's Board of Education will adopt an APPR plan by August 1 of each school year. The District shall submit the plan on a form prescribed by the Commissioner, to the State Education Department for approval. Should the plan be rejected, any deficiencies that are subject to negotiations shall be resolved through collective bargaining, and the plan resubmitted. If all the terms of the plan have not been finalized by August 1 as a result of pending collective bargaining, then the Board of Education shall submit the APPR to the commissioner upon resolution of all its terms, consistent with article fourteen of the civil service law.

The BPCSD and the BPFSA will form a joint labor-management APPR Committee. This Committee will be responsible for reviewing the policies and procedures related to the APPR. The Committee will also be responsible for reviewing disputes concerning assignment of teacher of record. It is understood and agreed that the APPR will continue in effect until such time as there is mutual agreement on any change to any area required to be negotiated. Either party may request that the joint committee review specific aspects of the APPR. Any changes to the evaluation procedures of teachers recommended by the APPR Committee would only be effective upon mutual written agreement of the Association and the District.

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III. Collection and Reporting of Teacher and Student Data

The District and BPPFA shall collaboratively develop a verification procedure to ensure that all teacher of record determinations have been made accurately and in a manner consistent with the standards established by the Commissioner's Regulations prior to using student growth and/or achievement data in an APPR. No later than 10 days after each verification date (listed below), each classroom teacher shall be given a list of all students for whom he/she is the teacher of record. Any classroom teacher who believes that the list is incorrect and/or inconsistent with the standards established by the Commissioner's Regulations for making teacher-of-record determinations shall be entitled to seek review of this determination by the Joint Labor-Management APPR Committee.

Data Verification Dates:

Beginning of School Year

- September 14 Verification of student roster
- November 2 Student roster "closes"
 - Half Year Courses - During the Second Semester of the School Year:
 - February 8 Verification of student roster
 - March 29 Student roster "closes"

Based on State Assessment Dates and/or any post assessment dates

- Attendance review prior to exam;
 - The teacher of record will review the student roster and adjust three days before the state assessment and/or any post assessment dates.
- Post-exam roster confirmation
 - The teacher of record will review the student roster and adjust three days after the final make-up day of the state assessment and/or any post assessment dates.
- For purposes of determining the local measures of student achievement, the District will utilize the following methodology as it adjusts teacher scores based on student attendance:
 - The steps are:
 1. Multiply each student's assessment score (X_i) by the number of days he/she was in attendance (W_i)
 2. Sum step 1 scores for an all student number (sum of $X_i * W_i$)
 3. Sum all days attended by student group (sum W_i)
 4. Divide step 2 by step 3 (Sum of $X_i * W_i$)/(Sum of W_i)

The below example is for demonstration purposes only.

Student #	Days of Attendance (Wi)	Score (Xi)	Calculation (Xi*Wi) (Step 1)	Results of Step 1
1	175	98	98*175	17150
2	100	94	94*100	9400
3	75	72	72*75	5400
4	60	50	50*50	2500
5	150	86	86*150	12900
Sum	550 (Step 3)	400		47350 (Step 2)
Average Score		400/5 =80		

Weighted Average **$47350/550 = 86.09$ (Step 4)**

The average score for these 5 students would be 80 the score that has been adjusted, or weighted, based on the number of days each student was in attendance is 86.

- Any student who does not take a state exam will not count against the teacher.
 - Any student whose parent “opts him/her out” (denies him/her the opportunity to take an exam) will not count against the teacher.

The District will adhere strictly to the requirements for reporting sub-component and composite scores to the New York State Department of Education established by regulations. A unique identifier will be used, and the names of individual teachers will not be provided. An administrator shall not submit any written assessment, sub-component or composite rating of an individual teacher to any outside agency or person, without the prior written authorization of the Association (unless FOILable by law).

IV. Internal Assessment Development and Assessment Security

Assessment development

Locally-developed and teacher-created assessments of student achievement provide opportunities for professional development and building local capacity. The District will encourage the development of assessments by individual or teams of teachers. Rubric tools, developed by the committee responsible for local assessments, will be used to verify comparability and rigor.

Assessment security

It is understood that any standardized assessments used for the purpose of teacher evaluation will not be disseminated in advance to students, teachers or principals. Scoring of post-assessments must be done by educators who do not have a vested interest in the assessments they score.

V. Training for Evaluators and Staff

Teachers will be evaluated by their immediate BPCSD administrative supervisor. Any administrator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation. Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

The District will provide all professional staff subject to the District's APPR with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the District's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted within 15 calendar days of the beginning of each subsequent school year for newly hired staff or staff not previously trained.

VI. Student Growth Measures

Section 3012-c of Education Law requires districts to conduct an Annual Professional Performance Evaluation (APPR) that includes 20% student growth on state assessments or comparable measure of student growth. The State Education Department (SED) has issued guidance on Student Learning Objectives (SLO), which are required to be used as the comparable measure of student growth for teachers of non-tested subjects.

State assessments will be used for the growth component for classroom teachers of grades 4-8 ELA and math. Teachers of subjects where there is no state-provided measure of student growth on state assessments (i.e., subjects without a state assessment and subjects where a state-provided growth measure has not yet been created based on the state assessment), must use other comparable measures of growth.

It is anticipated that SED will score and report the state-provided growth measure (or value-added measure (VAM) after the VAM system is approved by the Regents.) no later than September 1st, following the year the teacher is evaluated. Teachers will not be penalized in any way because of such data not being received in a timely manner, which results in an incomplete rating.

VII. Locally Developed and Selected Measures of Student Achievement - The Second 20%

The measures of student achievement shall be determined by Annual Professional Performance Review Local Assessment (APPR-LA) committees of each grade level (K-8) and/or subject/department area. Each APPR-LA committee shall have a majority of classroom teachers, appointed by the Association and a minority of the administrators appointed by the Superintendent. The number of teachers on each committee will be determined by the size of the grade level/subject area; no fewer than two teachers will be on any APPR-LA committee. APPR-LA committees representing each grade level and/or each subject area shall commence meeting by June 1 of the previous school year and their determinations shall be implemented no earlier than the start of the following school year.

The APPR-LA committees will be charged with identifying the specific measurements of student achievement, timelines for the collection of student achievement data, and how student achievement data will be weighted and adjusted to account for differences in student populations. The APPR-LA committees will be guided by the following principles:

- Locally selected measures should help the teacher add value to classroom instruction. There needs to be a purpose/use other than solely for evaluation.

- Local measures should include assessments other than standardized state tests.
- Local measures should be aligned with the state’s student learning standards and performance indicators including: critical thinking, cooperative problem-solving and oral communications. Local measures should be aligned with NY State Common Core Standards, meet statewide criteria, and consist of multiple measures of student performance to improve the accuracy and stability of evaluations by reducing reliance on any single measure of performance.
- The Superintendent shall certify that the measures meet the requirements for rigor and comparability. Comparability is defined as using the same measures across a subject and/or grade level within the school. Rigor is defined as being aligned to the New York State Learning Standards and, to the extent practicable, valid and reliable as defined by the testing standards, meaning the “Standards for Educational and Psychological Testing” (American Psychological Association, National Council on Measurement in Education, and American Educational Research Association; 1999 – available at the Office of Counsel, SED).
- It is understood that this is a system for individual teacher evaluation. School-wide, group or team results based on state tests are therefore inappropriate and will not be considered.
- BPFAs members will conduct all grading of assessments.
- The local measure must be in the content area being taught, and/or in the content area of certification of the teacher (teachers will not be evaluated in content areas in which they are not certified).

The APPR-LA committees will periodically review the locally selected measures of student achievement to ensure their continued validity, reliability and appropriateness. The selection of other local measures of student achievement shall be the exclusive responsibility of the APPR-LA committees established pursuant to this section. The Superintendent shall provide all committee members with time during the contractual workday to meet as set forth in Section I. Committees may request additional compensated hours through the mini-grant process then in effect.

I-Ready, Reading and Math Diagnostics and BOCES developed Regional Assessments may be used for this score. The Superintendent will approve any teacher committee developed assessment. The Superintendent will certify these assessments meet the criteria for rigor and comparability.

The local component will be converted into a numerical effectiveness score using a methodology selected by the committee (Appendix).

VIII. Measures of Teacher Effectiveness Based on the NYS Teaching Standards – 60%

The selection of the teacher practice rubric and multiple measures of teacher effectiveness shall be determined by a joint committee, consisting of a majority of teachers, appointed by the Association and administrators appointed by the Superintendent. Both parties understand and acknowledge the need for broad representation of different subject and grade levels.

The following guiding principles will inform the work of the committee:

- Evidence of professional practice shall be obtained through multiple measures.
- These measures will include at least 2 observations, one of which will be unannounced.
- Individualized professional development plans should include professional growth goals that are individually established by both the teacher and the evaluator.
- The process of evaluation should foster continual growth and development.
- Evidence of teacher effectiveness will be based on the teacher- practice rubric aligned with the seven New York State Teaching Standards:
 - The teacher acquires knowledge of each student and demonstrates knowledge of student development and learning to promote achievement for all students.
 - The teacher knows the content he/she is responsible for teaching and plans effective instruction that ensures growth and achievement for all students.
 - The teacher implements instruction that engages and challenges all students to meet or exceed the learning standards.
 - The teacher works with all students to create a dynamic learning environment that supports achievement and growth.
 - The teacher uses multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
 - The teacher demonstrates professional responsibility and engages relevant stakeholders to maximize student growth, development, and learning.
 - The teacher sets informed goals and strives for continuous professional growth.

Critical to this component is the selection of the rubric to collect evidence of teacher effectiveness. The Joint Committee has selected *The Framework for Teaching* 2011 Revised Edition of the Danielson Teacher Practice Rubric (The 2011 Danielson Rubric) from the list of state approved rubrics.

The BPFA and the BPCSD recognize that effective assessment of teaching practice is a progression and have agreed to utilize a cyclical teacher evaluation and development process supported by the collection and analysis of evidence. The forms for the /evaluation process are included in the Appendix. The 2011 Danielson Rubric will be used during the announced and unannounced observation. Any negative adjustment on the form will be shared with the teacher within five school days of the observation.

Self-reflection

Teachers will complete by October 1 each year.

Self-reflection bridges the previous year's goal setting and professional learning plan with the challenges of the year ahead. At the beginning of each school year, teachers will self-reflect by reviewing the NYS Teaching Standards and the 2011 Danielson Rubric with consideration of the needs of their incoming student population, changes in curriculum, and developments in content area, assessments, and school and community contexts. The teachers will complete the Self-Reflection Form found in the Appendix.

Analysis of teaching practice

[September-April]

Pre-conference

The teacher and evaluator shall confer in preparation for the evaluation measures. The conference will include identifying the measures, the expectations of both parties, and the provision of any relevant documentation.

- Each announced observation will be preceded by a pre-conference held within two weeks of the observation.

Observation

Evidence is collected during scheduled classroom observation and other planned activities.

- No mechanical or electronic (audio or video) recording devices shall be used for the purpose of a teacher observation without the specific and clear consent of the teacher in advance of such use.
- Probationary teachers will be observed and appraised at least three times, one unannounced, two announced.
 - The unannounced observation will occur between September 20 and October 20.
 - The unannounced evaluation will be utilized to establish goals that will be observable in the announced evaluation of the teacher.
 - The evaluator will complete the 2011 Danielson Rubric form. The probationary teacher will receive a copy of the evaluation during the post-conference.
 - The first announced observations will occur on or after October 20.
 - Teachers may request a BPFA teacher be present at any announced evaluation. District will not release BPFA teacher to do this during their instructional periods nor pay BPFA teacher additional compensation to do this.

- Tenured teachers will be observed at least two times.
 - The unannounced observation will occur before Nov.15.
 - The unannounced observation will be utilized to establish goals that will be observable in the announced observation of the teacher.
 - The unannounced observation will be followed by a post-conference that will be held no later than one week after the evaluation. The evaluator will complete 2011Danielson Rubric form. The teacher will receive a copy of the evaluation.
 - An announced observation will occur on or after October 15 (but not before the unannounced evaluation and conference).
 - Teachers may request a BPFA teacher be present at any announced evaluation. District will not release BPFA teacher to do this during their instructional periods nor pay BPFA teacher additional compensation to do this.

Post-conference

At the conclusion of each observation the teacher and evaluator will discuss the evidence collected and documented in the 2011Danielson Rubric Form. The teacher and evaluator assess student work, make preliminary ratings, and discuss next steps for the teacher's professional growth.

- Each post-conference will be held no later than one week after the evaluation.

Summative Evaluation

[April/June]

The summative evaluation includes the teacher's annual rating of effectiveness and the rationale supporting the rating. Both areas of strength and areas in need of improvement should be identified and specific recommendations made to improve effectiveness. The summative evaluation will include all of the evidence of effective teaching practice and the measures of student achievement.

- Teachers will receive copies of their summative evaluations during a conference with their supervising administrator no later than the last day of school (provided the District has received all information from the State).

Teachers will have the opportunity to identify ways to enhance instructional practice and student achievement and to tie their individual goals to the attainment of school and district goals when they meet with their supervisor. A professional learning plan will be developed to improve effectiveness and student learning.

IX. Composite Score

Once observations and evidence collection has taken place, evaluators will calculate the final subcomponent score using the Teacher Evaluation Form “Calculating the 60 Percent Professional Practice Score” found in the appendix.

The APPR Joint Committee will evaluate the rating system annually. By the start of school each year, teachers will be informed of the rating procedures and made aware of what is required for a teacher to be rated “highly effective,” “effective,” “developing,” and “ineffective” for the 20 percent locally-selected measures and the 60 percent other measures of teacher effectiveness.

The state-provided 20 percent growth measure, or comparable measure, subcomponent shall be formulated by the state.

The complete APPR shall be provided to the teacher as soon as practicable but no later than September first of the school year following the year of the evaluation. The teacher’s rating and score on the 20 percent locally-selected measures and the 60 percent other measures of teacher effectiveness shall be computed and provided to the teacher, in writing, by no later than the last day of the school year for which the teacher is being evaluated. The purpose of this notification is to give teachers sufficient time to assess their practice and plan accordingly, including seeking professional development. The BPFAs president(s) will be notified of members who are ineffective in one or more subcomponents no later than the last day of the school year in which the teacher was evaluated.

X. Professional Development

The parties agree that the purpose of conducting an APPR is to improve professional practice and improve student performance. The APPR must therefore be a significant factor in shaping the professional development opportunities provided to teachers. The District and the Association shall cooperate in designing professional development activities that are appropriate for and responsive to the individual needs of each individual teacher as identified in his/her APPR.

The District Professional Development committee comprised of both administrators and teachers, (as required by Part 100.2) shall be responsible for developing all aspects of the professional development plan. Among the responsibilities and powers of the Committee shall be to: (i) oversee the design, selection and implementation of all professional development activities; (ii) appoint subject area or grade level subcommittees, as needed, to assist in the design and implementation of professional development activities; (iii) when appropriate ensure that each teacher is afforded the opportunity to participate in selecting professional development activities that are appropriate for his/her needs; (iv) assist in determining the appropriateness and/or effectiveness of existing professional development activities; (v) consult and advise to guide decisions for changes in the selection of appropriate professional development activities to be used in Teacher Improvement Plans; (vi) ensure that professional development includes training on the Teaching Standards and rubric(s) used in the APPR process; and (vii) have input into any and all other decisions, other than those requiring the expenditure of additional District funds, as may be necessary to ensure the continued implementation of effective professional development opportunities for all District teachers.

Every effort will be made to provide professional development within the teachers' contractual day or during contractual after-school meeting time or on days within the contractual work year that are designated for professional development. In the event that professional development must occur outside of the teachers' contractual day or on days other than contractual workdays, teachers will be compensated at the summer curriculum hourly rate as established by the Instructional Agreement, with prior written District approval.

XI. Teacher Improvement Plans (TIP) - (Appendix)

Upon receiving a rating of "developing" or "ineffective," a teacher shall be provided with a TIP. The TIP shall be provided as soon as practicable, but in no case later than ten school days after the opening of classes for the school year. The Parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The TIP shall be developed in consultation with the teacher, and Association representation shall be afforded at the teacher's request. The teacher shall be advised of his/her right to such representation. The Association president shall be timely informed whenever a teacher is placed on a TIP and, with the agreement of the teacher, shall be provided with a copy of the TIP.

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

After the TIP is in place, the teacher, administrator, mentor (if one has been assigned) and an Association representative (if requested by the teacher) shall meet, according to the schedule identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of such assessment(s), the TIP shall be modified accordingly.

A teacher who believes that the terms of a TIP are arbitrary, unreasonable, inappropriate or defective, or that the District has failed to meet its obligation to properly implement the terms of a TIP, may seek relief through the contractual grievance procedure (if the teacher feels that the APPR process was violated) OR through the APPR appeals procedure (if the teacher feels that the substance of the TIP is an inaccurate or a violation of his/her rights).

All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books and travel, shall be borne by the District in their entirety. No disciplinary action predicated upon ineffective performance shall be taken by the District against a teacher until a TIP has been fully implemented and its effectiveness in improving the teacher's performance has been evaluated. No disciplinary action shall be taken by the District against a teacher predicated on an ineffective rating who has met the performance expectations set by a TIP.

Termination and Tenure Determinations for Probationary Teachers

The APPR is to be a significant factor for termination and tenure determinations. In the event that an evaluator is concerned with the competence of a probationary teacher, it is agreed that the teacher will be invited to a conference with the evaluator, appropriate administrator (if different from the evaluator), and the Association President or his/her designee as early in the school year as reasonable. The conference will result in an intervention and TIP being developed.

A probationary teacher, who is disciplined, dismissed, not renewed, or denied tenure, based in whole or in part upon classroom performance or any other factor measured by the APPR, shall have the right to appeal such action through the APPR Appeals procedure. Nothing herein relieves the District of its obligations under New York State Education Law Sections 3012(2) and 3031.

The parties agree that in cases of teachers appointed to a probationary term at the start of a school year, notification dates shall be as follows:

- The notice of the superintendent's recommendation to grant or deny tenure shall be provided to the unit member by March 1 of the final probationary year.
- A probationary teacher shall be informed of the final action of the Board of Education on the granting or denial of his/her tenure by May 1 of the final probationary year.

In the case of teachers appointed after the opening of the school year and who are eligible for tenure, the notification dates shall be as follows:

- The notice of the superintendent's recommendation to grant or deny tenure shall be provided to the unit member by the first day of the month four months prior to the conclusion of their final probationary year (for example, a teacher who commences their probationary employment on January 1 shall receive the notice of intent by the preceding September 1).
- A probationary teacher shall be informed of the final action of the Board of Education on the granting or denial of his/her tenure a minimum of sixty (60) days prior to the conclusion of their final probationary year.

XII. Appeals Procedures

Any unit member aggrieved by a violation of the procedure executed to produce an APPR rating of either “ineffective,” or “developing,” (as defined in this APPR - MOA) may challenge that APPR.

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal.

APPR Subject to Appeal Procedure

Any unit member aggrieved by the substance of an APPR rating of either “ineffective,” or “developing” may challenge that APPR.

In accordance with Education Law §3012-c (5), APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

Grounds for an Appeal

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

- a. The substance of the Annual Professional Performance Review;
- b. The District’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;
- c. The District’s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;
- d. The District’s failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.

Notification of the Appeal

The notification of the APPR appeal must be filed, in writing with the Superintendent, and authoring administrator, within 15 school days after the teacher has received the APPR. The District will provide to the teacher any documentation related to the appeal requested. The appeal must include any and all additional documents or written materials that are specific to the point (s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

Supervising Administrator's Written Response to Appeal

Within 15 school days of receipt of an appeal, the supervising administrator must submit a detailed written response to the Superintendent and aggrieved member. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed, shall not be considered in the deliberations related to the resolution of the appeal.

Decisions on Appeal

Step 1 – The teacher's whose APPR is the subject of the appeal will have a conference with the supervising administrator within 5 school days of the teacher's receipt of the supervising administrator's written response. The bargaining unit member shall, upon request, be entitled to an Association representative being present at all steps. The conference shall be an informal meeting wherein the authoring administrator and the employee are able to discuss the evaluation and the areas of dispute. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the Step 2. Step 2 shall be initiated by the unit member notifying the Superintendent in writing, of the basis of further appeal, within 5 school days of the conclusion of the conference with supervising administrator.

Step 2 – District Superintendent

Within 10 school days of receipt of the aggrieved member's appeal to Superintendent, the Superintendent will meet with both the aggrieved member and the supervising administrator. Within five school days the superintendent will issue a written determination to the aggrieved member based upon the materials and documentation submitted by the teacher and the supervising administrator as detailed above.

Appeals by probationary teachers will end at Step 2.

Only appeals by tenured teachers for violations of the procedure executed to produce the APPR and/or appeals of the content of the evaluation that can be backed with documented evidence and not merely a subjective opinion would have a Step 3, binding arbitration to be conducted pursuant to the labor arbitration rules of the American Arbitration Association.

Any expense incurred by the from Step 3 will be mutually born by the Association and the District.

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Self-Reflection (to be completed by the teacher)

At the beginning of each school year, teachers self-reflect by reviewing the NYS Teaching Standards and the Teacher Practice Rubric in place in the district with consideration of the needs of their incoming student population, changes in curriculum, and developments in content area, assessments, and school and community contexts. **Self-reflection bridges the goal setting from the previous year's evaluation to the new school year.**

1. How do my plans for this year reflect the specific needs of my incoming students? (e.g., Does my class include English language learners and /or students with disabilities? Does any student need special supports?)
2. How will changes in curriculum or developments in my content area affect my planning, teaching or assessments?
3. How has any recent professional learning informed my understanding of teaching and learning for this year? Are there any professional development strategies or opportunities that might be especially appropriate for my professional growth needs in this academic year?
4. What factors in the school climate or community context (e.g., leadership, prep time, safety, etc.) are likely to influence or play a role in my teaching and professional performance this year?
5. Based on my self-reflection, what adjustments do my goals or Professional Learning Plan require?

TEACHER EVALUATION FORMS

Calculating the 60 percent Professional Practice Score

Observation #1 Date _____ Evaluator _____

Observation #2 Date _____ Evaluator _____

If applicable:

Observation #3 Date _____ Evaluator _____

Assessment of Teacher Effectiveness Domain	Observation #1 and Evidence Score	Observation #2 and Evidence Score	Observation #3 and Evidence Score
Domain 1 Knowledge of Planning and Preparation			
Domain 2 The Classroom Environment			
Domain 3 Instruction			
Domain 4 Professional Responsibilities			
Total score of Professional Practice 1-4 Rating			

This rating will be converted to a sub-component composite score from 0-60 (a conversion chart is provided on the following page).

Teacher Effects Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-59
Highly Effective	3.5-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
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		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-59		
2.5		57
2.6		57
2.7		57

2.8		58
2.9		58
3		58
3.1		58
3.2		58
3.3		59
3.4		59
Highly Effective 59-60		
3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4		60

**20% local measures - Conversion Charts
for Assessments Scored on 0-100 Scale**

Example	
0-100 Point Scale Conversion Chart*	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0	1
15	1.1
28	1.2
41	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	

65	2.5
67	2.6
69	2.7
71	2.8
73	2.9
75	3
77	3.1
79	3.2
82	3.3
84	3.4
Highly Effective	
85	3.5
88	3.6
91	3.7
94	3.8
97	3.9
100	4

***To be used with any assessment scored on a 100-point scale**

20% local measures - Conversion Chart

1-4 Rubric to Sub-Component Score

Example	
1-4 Rubric Conversion Scale	
Based on a 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	1.5
1.3	2.0
1.4	2.5
Developing	
1.5	3
1.6	3.6
1.7	4.2
1.8	4.8
1.9	5.4
2	6
2.1	6.6
2.2	7.2
2.3	7.8
2.4	8.4

Effective	
2.5	9
2.6	9.9
2.7	10.8
2.8	11.7
2.9	12.6
3	13.5
3.1	14.4
3.2	15.3
3.3	16.2
3.4	17.1
Highly Effective	
3.5	18
3.6	18.4
3.7	18.8
3.8	19.2
3.9	19.6
4	20

TEACHER EVALUATION FORMS

Calculating Final Composite Score of Teacher Effectiveness

Subcomponent	Score
A. Student Growth Score – a number between 0-20 will be provided by the state.	
B. Locally selected measures of student achievement – a number between 0-20 will be arrived at by use of your locally negotiated methodology.	
C. Teacher Effectiveness – a number between 0-60 will be arrived at by use of your locally negotiated methodology	
D. Add A+B+C	
Maximum score 100 points	
Identify in which scoring range the composite score falls to determine a final effectiveness rating.	

Final Effectiveness Rating: _____

Teacher signature _____ Date _____

Evaluator signature _____ Date _____

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

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

Bemus Point Central School District

Teacher Improvement Plan (TIP)

The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Teacher _____

Grade/Subject _____

Evaluator _____

[Teacher Association Representative _____]

Date _____

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them

Priority	Area needing improvement	Performance goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.

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

The teacher, evaluator, 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 _____

Meeting Dates				

Record of Meetings

Meeting Date _____

Evaluator Comments

Teacher Comments

Recommendation 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

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 15 days, which may be considered during the Appeals process.

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

Results are well above District- or BOCES-adopted expectations for 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	57-59
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 Monday, June 11, 2012

Updated Wednesday, November 28, 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/5265/141547-Df0w3Xx5v6/TIP.docx>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Any unit member aggrieved by the substance of an APPR rating of either "ineffective," or "developing" may challenge that APPR. Within 15 school days after the teacher has received the APPR, the teacher may file an appeal of the APPR with the Superintendent and authoring administrator. Within 15 days of the receipt of the appeal, the supervising administrator must submit a detailed written response to the Superintendent and the aggrieved member.

Decisions:

Step 1: The teacher whose APPR is the subject of the appeal will have a conference with the supervising administrator within 5 school days of the teacher's receipt of the supervising administrator's written response.

Step 2: Within 10 school days of the receipt of the aggrieved member's appeal to the Superintendent, the Superintendent will meet with the aggrieved member and the supervising administrator.

Within 5 days of the conclusion of the meeting, the Superintendent will issue a written determination to the aggrieved member.

Step 3: Only appeals of tenured teachers for violations of the procedure executed to produce the APPR and/or appeals of the content of the evaluation that can be backed with documented evidence and not merely subjective opinion would have a Step 3, binding arbitration to be conducted pursuant to the labor arbitration rules of the American Arbitration Association.

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.

1. The District will certify Lead Evaluators as qualified to conduct teacher evaluations under 3012-c and Commissioner's regulation. Lead Evaluators are defined as District Administrators. (30-2.9 a)

2. The District will provide training to Evaluators and Lead Evaluators through the E2CCB BOCES Evaluator Training Program with multiple training dates to be held throughout the school year.

3. Through bi-monthly meetings of the Instructional Leadership team, the team of evaluators will continue working to build inter-rater reliability. We will seek out additional opportunities through BOCES and other resources to continue to build on this.

4. Our Board of Education will re-certify each evaluator every year. Training will be on-going as needed.

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
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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

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

Created Monday, June 11, 2012

Updated Tuesday, December 18, 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	School-or BOCES-wide, group or team results based on State assessments	NYS 3rd Grade ELA Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS 3rd Grade ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS 3rd Grade ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart uploaded in task 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.

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	School-or BOCES-wide, group or team results based on State assessments	NYS 3rd Grade Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS 3rd Grade Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS 3rd Grade Math Assessment

	Math	Assessment
3	Not applicable	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.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart uploaded in task 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.

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	E2CCB Developed 6th Science Assessment
7	District, regional or BOCES-developed assessment	E2CCB Developed 7th Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart uploaded in task 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Consult the uploaded conversion chart in Task 2.11.

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	E2CCB Developed 6th Social Studies Assessment
7	District, regional or BOCES-developed assessment	E2CCB Developed 7th Social Studies assessment

8	District, regional or BOCES-developed assessment	E2CCB Developed 8th 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.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart uploaded in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.

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 School-/BOCES-wide group/team results based on State assessments	Integrated Algebra, Earth Science or Living Environment, Global History, American History, and ELA 11 Regents Assessments

	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.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20
---	--

	point conversion chart uploaded in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Consult te uploaded conversion chart in Task 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.

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.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart uploaded in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.

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.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart uploaded in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.

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	School-/BOCES-wide group/team results based on State assessments	Integrated Algebra, Earth Science or Living Environment, Global History, American History, and ELA 11 Regents Assessments
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	Integrated Algebra, Earth Science or Living Environment, Global History, American History, and ELA 11 Regents Assessments
Grade 11 ELA	Regents assessment	ELA 11 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.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart uploaded in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.

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
Spanish 7	School/BOCES-wide/group/ am results based on State	NYS 7th grade ELA Assessment
Spanish II	School/BOCES-wide/group/ am results based on State	NYS Integrated Algebra, Earth Science or Living Environment, Global History, American History, and ELA 11 Regents Assessments
Home and Careers	School/BOCES-wide/group/ am results based on State	NYS 7th grade ELA and math Assessment
Elementary PE (K-4)	School/BOCES-wide/group/ am results based on State	NYS 4th grade ELA Assessment
Elementary PE (K-6)	School/BOCES-wide/group/ am results based on State	NYS 6th grade ELA Assessment
Elementary PE (3-4)	School/BOCES-wide/group/ am results based on State	NYS 4th grade ELA Assessment
Art (K-6)	School/BOCES-wide/group/ am results based on State	NYS 6th grade ELA Assessment
Music (4-6)	School/BOCES-wide/group/ am results based on State	NYS 6th grade ELA Assessment
Music (K-3)	School/BOCES-wide/group/ am results based on State	NYS 3rd grade ELA Assessment
Special Education (ELEMENTARY)	School/BOCES-wide/group/ am results based on State	NYS 3rd grade ELA Assessment
Special Education (ELEMENTARY)	School/BOCES-wide/group/ am results based on State	NYS 3rd grade ELA Assessment
Special Education (ELEMENTARY)	School/BOCES-wide/group/ am results based on State	NYS 6th grade ELA Assessment
Special Education (Middle School)	School/BOCES-wide/group/ am results based on State	NYS 7th grade ELA and Math Assessments

Special Education (Middle School)	School/BOCES-wide/group/tam results based on State	NYS 8th grade ELA and Math Assessment
Special Education (High School)	School/BOCES-wide/group/tam results based on State	NYS Integrated Algebra, Earth Science or Living Environment, Global History, American History, and ELA 11 Regents Assessments
Remedial Reading (Elementary)	School/BOCES-wide/group/tam results based on State	NYS 4th grade ELA and Math Assessment
Remedial Reading (Elementary)	School/BOCES-wide/group/tam results based on State	NYS 6th grade ELA and Math Assessment
HS Art	School/BOCES-wide/group/tam results based on State	NYS Integrated Algebra, Earth Science or Living Environment, Global History, American History, and ELA 11 Regents Assessments
HS Music	School/BOCES-wide/group/tam results based on State	NYS Integrated Algebra, Earth Science or Living Environment, Global History, American History, and ELA 11 Regents Assessments
Business	School/BOCES-wide/group/tam results based on State	NYS Integrated Algebra, Earth Science or Living Environment, Global History, American History, and ELA 11 Regents 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.	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart uploaded in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Consult the uploaded conversion chart in Task 2.11.

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

[assets/survey-uploads/5364/141539-avH4IQNZMh/Form2_10_AllOtherCoursesBPCSD1.doc](#)

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/5364/141539-TXEttx9bQW/2.11 CHART - from appr mtg. 12-10-12.docx](#)

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.

None

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

9. Other Measures of Effectiveness (Principals)

Created Monday, June 11, 2012

Updated Wednesday, December 19, 2012

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

assets/survey-uploads/5143/141558-qacV8kg1ux/66 Point Principal Chart.docx

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.

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

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 Superintendent will make multiple visits to the principal's school and will collect evidence on each component in the seven rubric domains throughout the year. Every component will be scored on a 0-3 basis (0=ineffective, 1=developing, 2=effective, 3=highly effective). The components will then be added together to obtain a raw score. The raw score will then be converted to a score of between 0 - 60. The point chart is uploded in 9.7.

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

assets/survey-uploads/5143/141558-pMADJ4gk6R/66 Point Principal Chart.docx

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

Highly Effective: Overall performance and results exceed standards.	Based on the District's goals and priorities, the principals' overall performance and results exceeds the level of performance expected as assessed by the MPPR rubric.
Effective: Overall performance and results meet standards.	Based on the District's goals and priorities, the principals' overall performance and results meets the level of performance expected as assessed by the MPPR rubric.
Developing: Overall performance and results need improvement in order to meet standards.	Based on the District's goals and priorities, the principals' overall performance and results needs improvement in order to meet standards.
Ineffective: Overall performance and results do not meet standards.	Based on the District's goals and priorities, the principals' overall performance and results do not meet standards.

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

12. Joint Certification of APPR Plan

Created Monday, June 11, 2012

Updated Monday, December 17, 2012

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12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/141562-3Uqgn5g9Iu/APPR_Certification.pdf

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

4. Other Measures of Effectiveness (Teachers)

Created Monday, June 11, 2012

Updated Wednesday, November 28, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

Each teacher will be rated on a four point scale for each of the components of the 2011 Danielson Rubric Domains (i.e., Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities). Each component will be ranked as follows: Highly Effective-4 points, Effective -3 points, Developing- 2 points, Ineffective - 1 point. Points will be tallied and computed according to the tally sheet. The rubric score will then be converted to a composite score. All composite scores will be a whole number.

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 NYS Teaching Standards.	Teachers in this category consistently exceed the District's expectations.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers in this category consistently meet the District's expectations.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers in this category are approaching the District's expectations.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers in this category are well below the District's expectations.

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	2
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

10. Composite Scoring (Principals)

Created Monday, June 11, 2012

Updated Wednesday, November 28, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

Results are well above District- or BOCES- adopted expectations for 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

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

Created Monday, June 11, 2012

Updated Wednesday, November 28, 2012

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

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

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

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

K-6
7-8
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

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.	Not Applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

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

none

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, June 11, 2012

Updated Thursday, December 20, 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
Pre-K - 6	(d) measures used by district for teacher evaluation	I-Ready Reading and Math Diagnostic
7-8	(d) measures used by district for teacher evaluation	I-Ready Reading and Math Diagnostic
9-12	(d) measures used by district for teacher evaluation	Integrated Algebra, Earth Science or Living Environment, Global History, American History, ELA 11

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	For the Pre-K - 6 and the 7-8 Principal, a class average growth target will be established using pre-assessment and baseline data. Based on the overall percentage of students who meet or exceed the class average growth target, a corresponding 0-15 HEDI score will be determined using the uploaded conversion chart. For the 9-12 Principal a proficiency benchmark of 65 or higher will be established. Based on the overall percentage of students who meet or exceed the proficiency benchmark a corresponding 0-15 HEDI score will be determined by using the 15 point uploaded chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Not Applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

None

8.4) Principals with More Than One Locally Selected Measure

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

Not Applicable

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	I-Ready Reading Diagnostic
5	4) State-approved 3rd party assessments	I-Ready Reading Diagnostic

6	4) State-approved 3rd party assessments	I-Ready Reading Diagnostic
7	4) State-approved 3rd party assessments	I-Ready Reading Diagnostic
8	4) State-approved 3rd party assessments	I-Ready Reading Diagnostic

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.	Teachers in collaboration with administrators will establish a proficiency benchmark. The proficiency benchmark will be approved by the Principal prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-15 HEDI will be determined using the uploading conversion chart in task 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	I-Ready Math Diagnostic
5	4) State-approved 3rd party assessments	I-Ready Math Diagnostic
6	4) State-approved 3rd party assessments	I-Ready Math Diagnostic
7	4) State-approved 3rd party assessments	I-Ready Math Diagnostic
8	4) State-approved 3rd party assessments	I-Ready Math Diagnostic

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.	Teachers in collaboration with administrators will establish a proficiency benchmark. The proficiency benchmark will be approved by the Principal prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-15 HEDI will be determined using the uploading conversion chart in task 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.3

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.

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

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

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.	Teachers in collaboration with administrators will establish a proficiency benchmark. The proficiency benchmark will be approved by the Principal prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-20 HEDI will be determined using the uploading conversion chart in task 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13

3.5) Grades K-3 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with administrators will establish a proficiency benchmark. The proficiency benchmark will be approved by the Principal prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-20 HEDI will be determined using the uploading conversion chart in task 3.13
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not Applicable
7	Not applicable	Not Applicable
8	Not applicable	Not Applicable

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.	Not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	I-Ready Reading
7	5) District, regional, or BOCES-developed assessments	E2CCB BOCES 7th grade 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.	Teachers in collaboration with administrators will establish a proficiency benchmark. The proficiency benchmark will be approved by the Principal prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-20 HEDI will be determined using the uploading conversion chart in task 3.13”
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	BPCSD developed 9th grade Global I Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Global History Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	American History Regents 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.	Teachers in collaboration with administrators will establish a proficiency benchmark. The proficiency benchmark will be approved by the Principal prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-20 HEDI will be determined using the uploading conversion chart in task 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Living Environment Regents Exam
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science Regents
Chemistry	4) State-approved 3rd party assessments	AP Chemistry Exam
Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with administrators will establish a proficiency benchmark. The proficiency benchmark will be approved by the Principal prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-20 HEDI will be determined using the uploading conversion chart in task 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13

3.10) High School Math

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

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Teachers in collaboration with administrators will establish a proficiency benchmark. The proficiency benchmark will be
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.	approved by the Principal prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-20 HEDI will be determined using the uploading conversion chart in task 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	BPCSD District developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	BPCSD District developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	BPCSD District 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.

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

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	Teachers and Administrators using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet their individualized
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3.13, below.	growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart uploaded in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13

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
Spanish 7	5) District/regional/BOCES–developed	E2CCB BOCES developed Spanish Assessment
Spanish 9	5) District/regional/BOCES–developed	E2CCB BOCES developed Spanish Assessment
Grade 7 Special Education Teacher	5) District/regional/BOCES–developed	BPCSD Developed Subject Specific 7th Grade Assessment
Grade 8 Special Education Teacher	4) State-approved 3rd party	I-Ready Reading and Math Diagnostic
9-12 High School Special Education	3) Teacher specific achievement/growth score computed locally	NYS Course Specific Regents Assessment
Home and Careers Grade 7	5) District/regional/BOCES–developed	BPCSD District Developed Home and Careers Assessment
Elementary Music K-3	5) District/regional/BOCES–developed	BPCSD District Developed Music Assessment
Elementary PE	5) District/regional/BOCES–developed	BPCSD District Developed PE Assessment
Elementary Art	5) District/regional/BOCES–developed	E2CCB BOCES Developed Art Assessment
Elementary Music	5) District/regional/BOCES–developed	E2CCB BOCES Developed Music Assessment
Elementary PE K-6	5) District/regional/BOCES–developed	BPCSD District Developed PE Assessment
Elementary PE K-4	5) District/regional/BOCES–developed	BPCSD District Developed PE Assessment
High School Spanish Grade 10-12	5) District/regional/BOCES–developed	E2CCB BOCES Developed Spanish Assessment

Senior High Band 9-12	5) District/regional/BOCES–developed	BPCSD District Developed Band Assessment
Senior High Chorus 9-12	5) District/regional/BOCES–developed	BPCSD District Developed Chorus Assessment
High School PE 9-12	5) District/regional/BOCES–developed	BPCSD District Developed PE Assessment
Tech 8	5) District/regional/BOCES–developed	BPCSD District Developed Tech Assessment
High School Art 9-12	5) District/regional/BOCES–developed	E2CCB BOCES Developed Art Assessment
Keyboarding	5) District/regional/BOCES–developed	BPCSD Developed Keyboarding Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers in collaboration with administrators will establish a proficiency benchmark. The proficiency benchmark will be approved by the Principal prior to the implementation. Based on the on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-20 HEDI will be determined using the uploading conversion chart in task 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Consult uploaded conversion chart in task 3.13

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/5139/141541-y92vNseFa4/3.3 CHART - from appr mtg. 12-10-12_2.docx

3.14) Locally Developed Controls

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

Teachers in collaboration with the principals are setting differentiated proficiency targets for students with disabilities and ELL students. This will allow for a more level playing field for the teachers in the BPCSD.

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.

In the case where multiple achievement scores are needed, the HEDI scores for each achievement score will be weighted as a percentage of students assessed for each Achievement score as compared to total number students assessed. The weighted scores will be totaled for one HEDI score.

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

IMPLEMENTATION CERTIFICATION FORM FOR DISTRICT OR BOCES:

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

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

The school district or BOCES 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 all lead evaluators for teachers and principals have been properly trained and have received certification and recertification, as necessary, in accordance with Subpart 30-2.9 of the Rules of the Board of Regents for the 2012-13 school year
- Assure that all evaluators for teachers and principals have been properly trained to conduct evaluations for the 2012-13 school year, as necessary, in accordance with Subpart 30-2.9 of the Rules of the Board of Regents
- Assure that all evaluators and lead evaluators for teachers and principals will be properly trained and that lead evaluators will be certified and recertified, as necessary, in accordance with Subpart 30-2.9 of the Rules of the Board of Regents for the 2013-14 school year
- Assure that all data will be submitted to the Commissioner by August 27, 2013, to the extent practicable, and no later than October 18, 2013. Assure that all data submitted to the Commissioner by October 18, 2013 will be a complete and accurate representation of the information requested and includes the State Growth subcomponent, locally selected subcomponent, Other comparable measures subcomponent, and final composite rating, for all teachers and principals employed by the district or BOCES, for the 2012-13 school year
- Assure that all data for the State Growth subcomponent, locally selected subcomponent, Other comparable measures subcomponent, and final composite rating, for all teachers and principals employed by the district or BOCES, for the 2012-13 school year is certified by the superintendent and maintained in a central database. The Department reserves the right to require your district to provide this data at any time for auditing purposes
- Assure that the district will keep a record of who the lead evaluator(s) and evaluator(s), as applicable, are for each teacher and principal observation/school visit that will be conducted during the 2013-14 school year. The Department reserves the right to require your district to provide this information any time for monitoring purposes
- Assure that the Department approved APPR plan, in its entirety, has been posted on the district or BOCES website

- 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

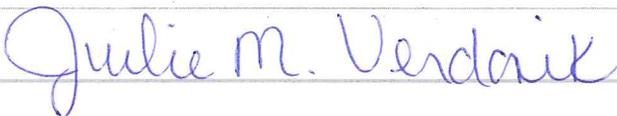
Superintendent Signature: Michael E. Mansfield Date: September 10, 2013



Teachers Union President Signature: Matthew Hewitt/Jennifer Hewitt Date: September 10, 2013



Administrative Union President Signature: Julie M. Verdonik Date: September 10, 2013



Board of Education President Signature: Lisa Allenson Date: September 10, 2013

